DOCUMENT RESUME

ED 423 212 SO 029 726

AUTHOR	Goodman, Madeline; Lazer, Stephen; Mazzeo, John; Mead, Nancy; Pearlmutter, Amy
TITLE	1994 NAEP U.S. History Group Assessment. Research Report.
INSTITUTION	Educational Testing Service, Princeton, NJ.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-98-533
ISBN	ISBN-0-16-049761-2
PUB DATE	1998-09-00
NOTE	169p.
AVAILABLE FROM	ED Pubs; P.O. Box 1398, Jessup, MD 20794-1398; toll-free phone: 800-424-1616.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Cooperative Learning; Educational Research; Elementary Secondary Education; *Evaluation; Evaluation Methods; Evaluation Problems; *Group Instruction; History; *History Instruction; Program Evaluation; School Surveys
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

This report documents the National Assessment of Educational Progress (NAEP) special pilot study of group assessment. In 1994, NAEP administered U.S. History projects to a limited number of students. The purpose of this study was to investigate the feasibility of group assessment, and to gain practical experience in the design, development, administration, and scoring of such instruments. The report first describes the development and conduct of the study. It then discusses practical lessons learned, and makes recommendations regarding the future assessment of groups. Appendices include the testing instruments, scoring guides, and examples of student work. (Author)

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Research Report September 1998

1994 NAEP U.S. History Group Assessment

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Research Report:
1994 NAEP U.S. History Group Assessment

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September 1998

Prepared by Educational Testing Service under a cooperative agreement with the National Center for Education Statistics

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SUGGESTED CITATION

Goodman, M., Lazer, S., Mazzeo, J., Mead, N., & Pearlmutter, A. (1998).
Research report: 1994 NAEP U.S. history group assessment.
Washington, DC: National Center for Education Statistics.

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ABSTRACT

This report documents the National Assessment of Educational Progress (NAEP) special pilot study of group assessment. In 1994, NAEP administered U.S. history projects to a limited number of students. The purpose of this study was to investigate the feasibility of group assessment, and to gain practical experience in the design, development, administration, and scoring of such instruments. The report first describes the development and conduct of the study. It then discusses practical lessons learned, and makes recommendations regarding the future assessment of groups. Appendices include the testing instruments, scoring guides, and examples of student work.

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-049761-2

INTRODUCTION

Increasingly, teachers in our nation's schools are using group learning techniques. Use of cooperative learning and other heuristic models have led many educators and curriculum developers to believe that supplementing traditional instruction with activities that require students to help each other learn is more effective than using individual-based practices alone. In addition, a number of studies have suggested that cooperative and group learning experiences are more positively related to higher levels of academic achievement than are individualistic or competitive instructional settings.[1] Many believe that, in addition to being an optimal means of helping students gain both knowledge and critical-thinking competencies, group learning provides students with the teamwork and leadership skills necessary for success in our changing economy.[2]

Because group instruction occupies an increasingly central place in American education, several analysts have argued that it is important that educational surveys track the abilities of students to work in groups.[3] However, assessing group work presents special challenges. The measurement of interpersonal processes has played little role in traditional large-scale assessments. There is a lack of understanding in the assessment community of the issues and challenges involved in the measurement of groups rather than of individual students. For example, assessment developers have little experience in crafting exercises that simultaneously allow for the real manifestation of group dynamics while remaining constrained enough to be amenable to standardized administration and scoring. Nevertheless, as the National Assessment of Educational Progress (NAEP) moves toward the future, the assessment of groups is likely to become an increasingly pressing concern. Therefore, an initial study of the procedures and issues involved in group assessment under the auspices of NAEP seemed appropriate.

When reviewing this report, the reader should keep two general points about this study in mind. First, the study focuses on the assessment of groups of students, and not on the importance, efficacy, or form of group and cooperative learning. The educational and workplace implications of group skills are clearly of great import; however, they are beyond the scope of this study.

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[1] See, for example, Johnson, D. W., Maruyama, G., Johnson, R.T., Nelson, D., & Skon, L. (1981). Effects of co-operative, competitive and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89, 47-62. Or Johnson, D. W., & Johnson, R. T. (1987). Cooperation and Competition. Hillsdale, NJ: Erlbaum.

[2] Hill, S., & Hill, T. (1990). *The collaborative classroom: A guide to co-operative learning*. Portsmouth, NH: Heinemann, 4-6.

[3] See, for example, Linn, R. & Glaser, R. *Assessment in transition*. (1997). National Academy of Education, 47.

Second, the NAEP U.S. history group assessment research study was initiated to obtain experience in the design, administration, scoring, and analysis of group assessment tasks. The intention of this study was not, principally, to obtain reliable results concerning group performance, but rather to investigate feasibility and operational issues surrounding group-based assessments. The design of this paper reflects the emphasis on operational concerns rather than results; it primarily deals with the feasibility of administering and scoring group assessments, while offering some concrete suggestions for future efforts aimed at incorporating group tasks into large-scale assessment projects such as NAEP.

The organization of this report is therefore as follows. Chapter One describes the group assessment tasks, the characteristics of the participants in the study, and the scoring of group processes. It also presents some results on the level of performance observed on the tasks, the reliability of ratings, and other characteristics associated with the tasks. Chapter Two discusses the practical lessons learned about the development, administration, scoring, and analysis of group history tasks. Chapter Three briefly summarizes the project. Appendices A and B provide copies of the administration scripts, the materials used for the tasks, the tasks themselves, and some samples of actual group responses to the written tasks.

Two group assessment projects were developed for students in grade 8. Each project consisted of a set of structured tasks to be carried out by groups of four or six students. Groups produced a series of concrete, written products (e.g., charts, lists, descriptions, or explanations). Each group was also videotaped as it performed the tasks. Tapes were later analyzed and scored by raters.

Thirty-six of the grade 8 schools that participated in the 1994 NAEP assessment, representing a range of sizes and types of communities, were recruited to participate in this special study. In each school, two groups of students were identified, one for each group project. Students were selected at random from those who participated in the 1994 NAEP U.S. history assessment, so that the results of the special study could be linked back to the main assessment findings.

The participants in the NAEP U.S. history group assessment study were not a statistically representative sample of students. Schools were selected to represent a variety of settings and types, but they were chosen from a group of schools that volunteered to participate in the project. Within schools, students were selected at random from those who participated in the 1994 NAEP U.S. history assessment. However, selected students could participate only if they returned a form from their parents giving permission to participate in a videotaped assessment activity. The rate of return of permission slips was disappointingly low, and the characteristics of the participating students suggest that they are not a representative group.

Since the group products offered particular challenges not normally associated with the scoring of individually produced constructed responses, part of the purpose of the study was to identify new scoring procedures for group assessment work. Two distinct types of ratings were assigned to each group. The first type was intended to measure the quality of the written products generated by each group. These ratings were generally related to the content-specific aspect of the group projects, that is, the extent of and quality of the historical knowledge that groups of students were able to demonstrate when confronted with the historical tasks. Each group product was evaluated independently by two trained scorers according to criteria set forth in standardized scoring rubrics. Criteria used for rating purposes included quality of historical thinking, historical correctness and accuracy, and completeness of responses.

The second set of ratings were intended to measure the communicative behavior exhibited by each group in carrying out the project tasks. Observational protocols were used to record and evaluate the communication that occurred within the groups. Group communication was rated in terms of the degree of group participation, the quality of the discussion related to the content of the task, and the extent to which the group worked in an organized fashion. Two observers independently evaluated the group communication as it occurred. Later, two raters independently rated the group communications exhibited on videotapes made at the time of the administration. Finally, experienced raters reviewed the videotapes to obtain additional descriptive information, including evidence of a dominant personality influencing group processes or products, and a comparison of what was said and what was written on the task sheets.

CHAPTER 1

Description of Tasks and Group Scoring Procedures

Description of Tasks

Two projects, each consisting of a set of tasks, were designed to assess students' ability to work in groups to solve historical problems. Both projects required students to demonstrate their ability to deal with primary source materials and answer the content and historiographic questions that are associated with these materials. One project focused on different immigrant experiences in the United States during the nineteenth and twentieth centuries. The second project dealt with the characteristics of school life in late nineteenth century rural America. The tasks associated with each project called for different kinds of group activities.

The two tasks were designed to be somewhat different because assessment developers hoped to determine which type of exercise proved most motivating to students and provided the most interesting evidence of group work. Each project and its associated task is briefly described below. Appendices A and B contain the administration scripts used in the group assessment tasks, copies of materials included in the tasks, copies of the tasks, and sample group responses.

The use of only two projects relates to the experimental nature of the study. If the intention had been to gather systematic data on group performance in history, a far greater number of projects would have been necessary to ensure the generalizability of results. However, the goals of the study were far more limited.

Immigrants Project

The immigrants project was administered to groups of six students. Initially, students were asked to work in pairs. Each pair was given a packet containing a dozen pieces of original historical material about an immigrant group, such as photographs, personal recollections, newspaper articles, speeches, and legal documents. The materials were selected to depict a range of salient characteristics of three immigrant groups.

The three immigrant groups chosen for this project — Chinese immigrants from the 1860's, Jewish immigrants from the 1900's, and Cuban immigrants from the 1960's — were

selected because they represented a variety of experiences from different time periods, points of origin, and points of entry and settlement. One pair of students was given materials about the Chinese peasants, primarily men, who came to San Francisco and other West Coast ports during the last half of the nineteenth century to work on the railroads and in other manual jobs. The second pair received information about the Jews who came from the cities of eastern Europe during the late nineteenth and early twentieth centuries, entered the United States through Ellis Island, and worked in trades, particularly the garment industry, in New York City. The third pair received documents and pictures that described the immigration of Cuban professionals who fled Castro's government in the 1960's and settled in and around Miami, Florida.

Figure 1 presents some samples of the range of materials and texts that students were exposed to in the immigrants project. Appendix A contains copies of all of the immigrant materials that were used in the project. Note that students were given a broad range of primary source material to analyze, from photographs to oral and written personal recollections to newspaper articles.

The pairs of students were given eight minutes to study the historical evidence in their packets. Then, the entire group of students was asked to work together and share information to perform a series of five tasks. These tasks required students to provide details about the immigration experiences of the three groups, explore the reasons why each group immigrated, generalize about experiences that were common to the three groups, analyze aspects of the immigration process that were different for the three groups, and evaluate the usefulness of the different kinds of evidence that they had examined. The five tasks in the immigrants project are presented immediately following the sample materials, in Figure 2. Remember, all the stimulus materials are not presented here. Appendix A contains a complete set of stimulus materials.

Overall, the content-specific, written tasks in the immigrants project sought to assess students' ability to analyze and compare the three different group experiences. There was a considerable amount of material for students to sift through and evaluate. The notion of splitting the six-person group into groups of two in order to create "mini" expert groups that would, once the larger group convened, be able to inform others about the highlights of the immigrant experience for their assigned immigrant group may have proved somewhat counterproductive to the goals of the group assessment project. As will be discussed in greater detail below, the 1890's school project, which had fewer materials, necessitated smaller groups of four that could interact continually about one common set of material. In the immigrants project, on the other hand, no one person or pair had knowledge of the entire set of materials. Therefore, the success of the group as a whole was dependent upon the ability of each pair to correctly and coherently analyze the materials about their particular immigrant group. It should also be noted that the tasks, being comparative in nature among three groups, were also relatively difficult. They required students to analyze and understand differences and similarities among three relatively complex cases.

Figure 1 — Sample materials from the Immigrants Project

Personal Recollections: One Summer Many, Many Years Ago . . .

One summer many, many years ago, heavy floodwaters suddenly swept through south China again. My grandfather and his family fled to high ground and wept as the rising river drowned their rice crops, their chickens and their water buffalo.

With their food and farm gone, the family went to town to look for work. But a thousand other starving peasants were already there. So when grandfather heard there was work for able bodied men across the ocean in the New World, he signed an agreement with English merchants to pay over a portion of his wages, in return for passage and provisions, and off he sailed.

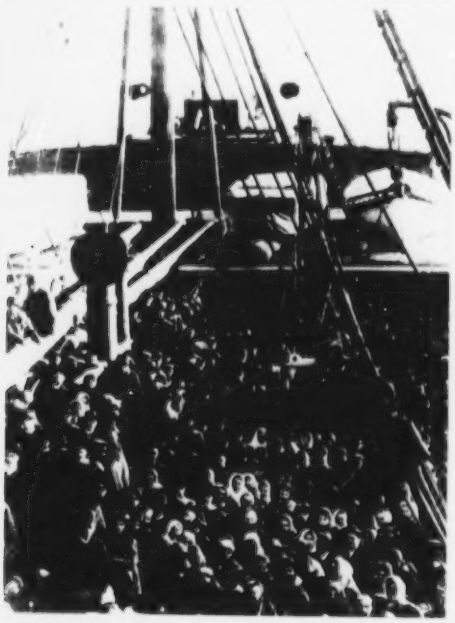
- Personal recollection

Chinese Construction Crew

Southern Pacific Railroad

Figure 1 (continued)

Steamship Travelling from Rotterdam to New York



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Interrogation Question: Ask Them Why They Came . . . Ellis Island (1908)

Question: Ask them why they came.
Answer: We had to.
Question: What was his business in Russia?
Answer: A tailor.
Question: How much did he earn a week?
Answer: 10 to 12 rubles.
Question: What did his son do?
Answer: He went to school.
Question: Who supported him?
Answer: The father.
Question: What do they expect to do in America?
Answer: Work.
Question: Have they any relatives?
Answer: Yes, a brother.
Question: What does he do?
Answer: He is a tailor.
Question: How much does he earn?
Answer: Twelve dollars a week.
Question: Has he a family?
Answer: Wife and four children.
Question: Ask them whether they are willing to be separated; the father go back and the son to remain here?
Answer: Of course.

– Interrogation at Ellis Island, 1908

Figure 1 (continued)

Newspaper Article: Still They Flee (1961)

STILL THEY FLEE

The world has seen numerous hegiras in the past three decades--flights from religious; racial or political persecution. The flight from Cuba that has been going on for a year differs from the others chiefly in that the procedure is more orderly and the reception is sure. Otherwise it is the same story: uprooted lives for people of all kinds, families scattered and out of touch, desperate efforts toward new beginnings.

The focal point of the influx is Miami and the principal means of travel for the refugees is a once-a-day shuttle plane Pan American flies between Miami and Havana. The flow is closely predictable days in advance because the plane's 110 seats are always full; babies in arms are a variable.

The great majority of the arrivals are Cubans; a few Americans come through as they clear up their affairs in Cuba. Until the United States broke off relations with Havana, the Cubans had to get visas before they could board a plane. But now a by-pass allows them (if they have relatives here) to embark and to get their visas in Miami. Cuba lets them out (after screening) for two reasons: they leave behind property which goes to the state or as dissidents with limited skills they are considered a drag on the regime.

- Newspaper article, 1961

Figure 2 — Immigrant Project Tasks

Immigrants

Task 1 — List key facts that describe the immigrant experience for each of the three groups.

	Chinese Immigrants	Jewish Immigrants	Cuban Immigrants
When did they come? List one or two decades when many people from this group came to the United States.			
How did they travel to the United States? List the mode of transportation many people from this group used.			
Where did they settle? List the city, state or region in the United States where many people from this group settled.			
What kind of work did people from this group primarily do in their homeland? List some of the kinds of work they did.			
What kind of work did people from this group get when they first came to the United States? List some of the kinds of work they did.			

Task 2

Why did each immigrant group leave their homeland and come to the United States? Give reasons why each group immigrated.

Task 3

Even though these three immigrant groups came from different countries at different times, they faced some common experiences once they arrived in the United States. Describe these common experiences shared by many people in the three immigrant groups that played an important role in shaping their immigrant experiences.

Task 4

What was unique about the immigrant experiences of each of these three groups? For each group, describe one important aspect of their experiences in the United States that was different from the other two groups.

Task 5

The materials in the envelopes provide some samples of different kinds of evidence about the experiences of the three groups of immigrants. Some of the important types of evidence are: (1) photographs, 2) legal documents, 3) speeches, 4) newspaper and magazine articles, 5) oral and written personal accounts. Pick three different types of evidence provided in the envelopes. For each one, describe the advantages and disadvantages of using that kind of evidence to get a complete and accurate picture of the immigrant experience.

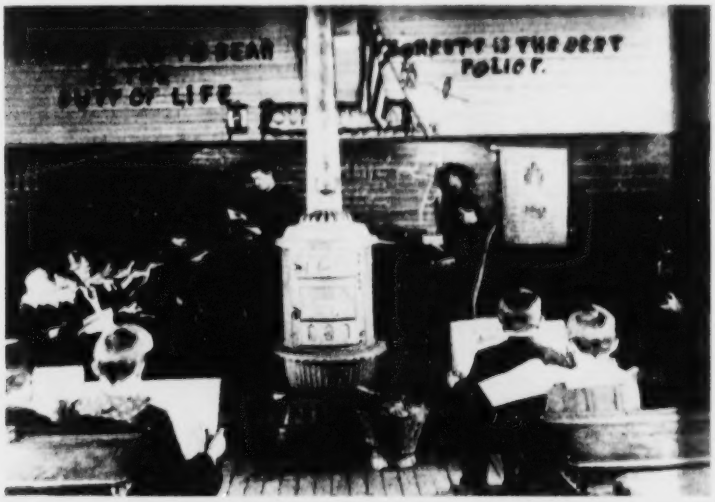
1890's School Project

The 1890's school tasks were administered to groups of four students. This project had a decidedly more "narrative" structure than did the immigrants project. Students were given eight minutes to explore the contents of an old metal box. The box contained a variety of artifacts and papers from a one-room school in a small town in Iowa. The dates on the materials suggested that they were roughly 100 years old.

The materials were selected to give a rich description of a small rural school in the late nineteenth century. The box contained a McGuffy reader and speller, a slate and chalk, an ink bottle and fountain pen, photographs of the inside and outside of the school and of the teacher and students, a floor plan of the school and a list of students by grade, a schedule of classes, a year's record of attendance, questions from a test, a report card, and a handwriting assignment. Figure 3 on the following pages contains samples of some of the materials in the box; a complete list of the materials is in Appendix B.

Figure 3 — Sample materials from the 1890's School Project

Inside Classroom



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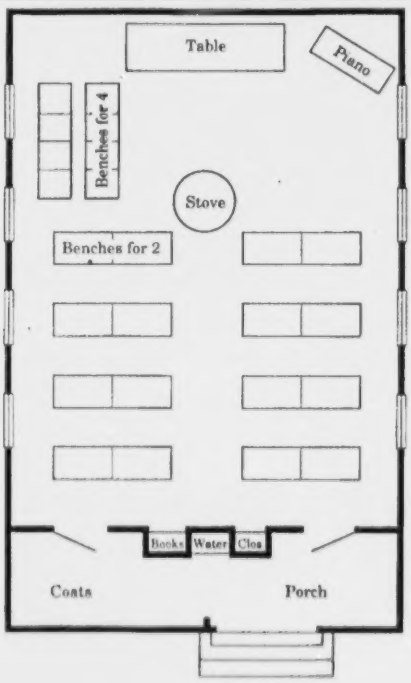
Floor Plan of Schoolhouse



Floor Plan of School House

Figure 3 (continued)

General Duties of Teachers

ARTICLE VIII.

GENERAL DUTIES OF TEACHERS.

SEC. 3. *Supervision of Pupils*–It shall be the duty of *all* teachers to exercise a careful supervision over their pupils while in the school rooms and about the school premises, in order to prevent any improper conduct, and report to the Principal the name of any pupil whose influence is such as to injure the reputation of the school; and when necessary to extend their supervision over pupils going to and from school.

Teacher's Journal

Teacher's Journal

September 30, 1893

The children have been learning the products of Iowa by bringing in samples. We have feathers from quail and wild turkey, a racoon pelt, a branch of red cedar, and several varities of corn. We have been pressing wildflowers to make a permanent exhibit.

October 4, 1893

One of my seventh grade girls is pretty sharp, and I have had to hustle to keep her busy and challenged. But now I've found the solution. Two of my fourth graders have been needing more personal help than I've had time to give, so I had Alice start helping them. Within a week, she has become my full-fledged teacher aide during parts of the day. She loves it. So do I, and everyone profits. Of course she does not get paid, but she is getting a better education.

November 16, 1893

The weather has been so bad, with high winds and icy snow, that I have not sent even the older children out at recess for two weeks. We have so many boys this month and all are getting so restless that I must devise some exercise for the children. Some of the boys are very nearly as old as I am, so I suppose I will have them cut up the cord of wood that has come. Perhaps we'll move the desks and have indoor games at recess as well.

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After the group explored the contents of the box, they were asked to work together to complete a series of five tasks. Note that, in contrast to the immigrants tasks, the 1890's tasks asked students to work in one group of four, rather than to break off into groups of two and then reconvene as a larger group. This approach proved more successful for generating positive group interaction.

The tasks in the 1890's school project also differed somewhat from those of the immigrants project. On the whole, they were more descriptive in nature, measuring students' ability to provide details about the schoolhouse and classroom as well as the kinds of work that students in the 1890's did. The more complex tasks required students to make inferences about the problems faced by the teachers and students in the school and to identify similarities and differences between the 1890's school and their own school. Below are the five tasks in the 1890's school project.

Figure 4 — 1890's School Project Tasks

Task 1

Using the materials in the box to help you, write a detailed description of what the schoolhouse and classroom looked like.

Task 2

What kinds of schoolwork did the students do? List three subjects they studied in school. For each one, give some details about the students' schoolwork, for example, the types of books they had, the materials they used, or assignments they did.

Task 3

What kinds of problems did the teacher face in school? Give three examples of problems she might have had based on what you learned from the materials.

What kind of problems did the students face in school? Give three examples of problems the students might have had based on what you learned from the materials.

Task 4

How have schools changed since the last century? Describe three ways in which the school in Jewel, Iowa in the 1890's was different from your school today.

Task 5

The materials in the box are evidence that give information about a school in the past. What kinds of evidence about your school would you collect to help historians of the future understand what schools are like now? Make a list of six pieces of evidence you would collect and briefly explain why you would choose each one.

Characteristics of Population of Participants

The special study samples were limited and suffered from problems related to size and the difficulties of obtaining parental permission. The pilot study was limited to a small number of students, and one could not expect that the characteristics of each of these two small samples of students would mirror one another and the population of eighth graders as a whole, which they did not. Certain problems were obvious. For example, while we would expect equal representation of females and males for both the projects, female participants outnumbered males in both the immigrants and 1890's school task groups. The following description of the samples of students that participated in the two pilots is provided to give a context for understanding the results presented in this report.

Immigrants Project

The immigrants tasks were administered to 28 six-person groups, or a total of 168 students. Characteristics of the participants in the immigrants project are summarized in Table 1 below.

TABLE 1 **Characteristics of Participants in the Immigrants Project**

	Total	Female Students	Male Students	Black Students	White Students	Other Students
Number	168	107	61	13	121	34
Percent	100	64	36	8	72	20
Average NAEP Booklet Score	.24	.35	.04	.13	.41	−.32

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

The average proficiency score in U.S. history for these students, as measured by their performance on the main NAEP assessment, was .24. This average is presented in terms of a transformed NAEP booklet score called a "normit," which has a mean of zero and a range from about –3.00 to +3.00.

As noted above, most of the participants in the groups — almost two-thirds of the total — were female. The females in this study had an average NAEP booklet score of .35, while the male average was .04. This was not representative of the overall grade 8 NAEP findings, where male students and female students performed comparably.[1]

Almost three-quarters of the participants were White, less than 10 percent were Black, and 20 percent came from other minority groups. The White students had an average NAEP booklet score of .41. Black students averaged .13, and other minority students attained an average of –.32.

[1] Beatty, A.S., Reese, C.M., Persky, H.R., & Carr, P. (1996). *NAEP 1994 U.S. history report card: Findings from the National Assessment of Educational Progress* (Publication No. NCES 96-085). Washington, DC: National Center for Education Statistics.

1890's School Project

The 1890's school tasks were field tested with fewer groups of students than the immigrants task, a total of 23 groups. The normal group size was four; however one of the groups assessed included only three students, and descriptive data are missing for one student from a second group. Therefore, the description of the participants in the 1890's school tasks given in Table 2 below reflects information on 90 students.

TABLE 2 Characteristics of Participants in the 1890's School Project

	Total	Female Students	Male Students	Black Students	White Students	Other Students
Number	90	53	37	16	61	13
Percent	100	59	41	18	68	14
Average NAEP Booklet Score	.50	.47	.54	.65	.56	.05

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

More females than males participated in the 1890's school tasks, accounting for 60 percent of the total. About two-thirds of the participants in the 1890's school tasks were White, 18 percent were Black, and 14 percent were students from other minority groups. Black students had an average NAEP booklet score of .65, while the average for White participants was .56. The remaining students had an average score of .05 on their main assessment booklet. This pattern of scores shows that the group of students participating on the 1890's school task was not representative of the grade 8 population. For example, on the main NAEP history assessment, White students scored at a higher level, on average, than did Black students.

Demographic Characteristics of Groups

The limitation in the number of groups studied precluded systematic variation in group composition. However, researchers did plan to examine differences among groups that naturally varied in characteristics such as gender and racial/ethnic makeup. Unfortunately, the distribution of group characteristics did not offer many opportunities for reasonable comparisons.

Immigrants Project

Of the 28 groups that participated in the immigrants tasks, in 16 all or a majority of the participants were female, 8 had equal numbers of females and males, and in 4 there were more males than females. Also, in most of the groups, White students predominated. Twenty-one groups were totally or predominantly White students, 2 were equally split between White and minority students, and 5 were totally or predominantly minority students.

1890's School Project

Of the 23 groups that participated in the 1890's school tasks, 12 were totally or predominantly female, 6 had equal numbers of females and males, and 5 were totally or predominantly male. Again, White students were in the majority in most groups. In 14 of the groups, all or a majority of the students were White, while 5 groups had equal numbers of White and minority students, and in 4 groups all or a majority of the students were from minority groups.

Scoring the Written Tasks

For each of the five written tasks, the group was to assign one person to write down the group's response. Examples of group task sheets are provided in Appendices A and B. Each task included one or more parts that were scored according to preestablished scoring guides. The guides for each part were scored either wrong-right or along a scale with three, four, or five levels. For example, the three-level scales typically represented incorrect or inadequate (0), partial (1), and complete (2) responses. Complete score guides can be found in Appendices A and B.

The task sheets completed by the groups were scored by two subject matter experts. Any differences in scores were resolved by arbitration. The percentage of agreement between the first and second scorers across all of the immigrants tasks was 94. The corresponding percentage of agreement for all of the 1890's school tasks was 81. The higher level of agreement for the immigrants tasks is due to particularly high levels of agreement on the first task, which included 15 parts, all scored wrong-right.

Scoring: Immigrants Project

Task 1 required students to list a number of details about the three immigrant groups. The task was divided into five parts, and one point was awarded for each part if the students provided three correct details, one for each of the three groups. Task 2 called for inferences about why the immigrant groups left their homeland. The task was divided into three parts; each part was scored separately, and then the three scores were aggregated.

On each part of the question, an inadequate response received zero points, a partially correct response received one point, and a complete response received two points. Because there were three parts to the question, a maximum of six points could be earned.

The last three tasks required students to do various analyses. Task 3 asked about experiences that were common to the three groups, and a complete response was awarded three points. Responses that were minimally and partially correct were awarded one and two points respectively, while incorrect responses received no points.

Task 4 asked about the unique characteristics of each of the three immigrant groups. This task was divided into three parts, each scored on the 0, 1, 2 scale described above. Thus, a maximum of six points could be scored on this task.

The final task was more abstract and required students to think about the advantages and disadvantages of the various types of historical evidence they examined. This task was divided into three parts, and was scored in the same manner as Task 4.

The number of points that could be earned, the average score, and the average score expressed as a percentage of maximum score for the groups on each of the tasks are presented in Tables 3 through 7. These data describe only the performance of the small group of students participating in the study, and should not be assumed to reflect the performance of the American population. Although the tasks required different types of responses — details, inferences, and analyses — which might have followed a continuum from easy to hard, the levels of performance did not vary greatly from task to task. Expressed as a percentage of the maximum possible score, average task scores ranged from a low of 46 to a high of 62. While it is impossible to make generalizations based on the limited samples of items and students in this study, these difficulties are consistent with those one would hope to see in large-scale educational surveys.

TABLE 3 Average Score and Percent of Maximum Score for Task 1 of the Immigrants Project

Task 1: Details — *List key facts that describe the immigrant experience for each of the three groups.*	**Average Score**	**Percent of Maximum Score**
Task 1 (5 points)	2.78	56
When did they come? List one or two decades when many people from this group came to the United States. (1 point)	.64	64
How did they travel to the United States? List the mode of transportation many people from the group used. (1 point)	.82	82
Where did they settle? List the city, state or region in the United States where many people from this group settled. (1 point)	.79	79
What kind of work did people from this group primarily do in their homeland? List some of work they did. (1 point)	.21	21
What kind of work did people from this group get when they first came to the United States? List some of the kinds of work they did. (1 point)	.32	32

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 4 Average Score and Percent of Maximum Score for Task 2 of the Immigrants Project

Task 2: Inference — *Why did each immigrant group leave their homeland and come to the United States? Give reasons why each group immigrated.*	**Average Score**	**Percent of Maximum Score**
Task 2 (6 points)	3.71	62
Chinese Immigrants (2 points)	1.57	78
Jewish Immigrants (2 points)	.96	48
Cuban Immigrants (2 points)	1.18	59

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 5 Average Score and Percent of Maximum Score for Task 3 of the Immigrants Project

Task 3: Analysis— *Even though these three immigrant groups came from different countries at different times, they faced some common experiences once they arrived in the United States. Describe three common experiences shared by these immigrant groups.*	**Average Score**	**Percent of Maximum Score**
Task 3 (3 points)	1.82	60

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 6 Average Score and Percent of Maximum Score for Task 4 of the Immigrants Project

Task 4: Analysis— *What was unique about the immigrant experience of each of these three groups? For each group, describe one important aspect of their experience in the United States that was different from the other two groups.*	**Average Score**	**Percent of Maximum Score**
Task 4 (6 points)	2.74	46
Chinese Immigrants (2 points)	1.14	57
Jewish Immigrants (2 points)	.64	32
Cuban Immigrants (2 points)	.96	48

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 7 Average Score and Percent of Maximum Score for Task 5 of the Immigrants Project

Task 5: Analysis— *The materials in the envelopes provide some samples of different kinds of evidence about the experiences of the three groups of immigrants. Some of the important types of evidence are: 1) photographs, 2) legal documents, 3) speeches, 4) newspaper and magazine articles, 5) oral and written personal accounts. Pick three different types of evidence provided in the envelopes. For each one, describe the advantages and disadvantages of using that kind of evidence to get a complete and accurate picture of the immigrant experience.*	**Average Score**	**Percent of Maximum Score**
Task 5 (6 points)	3.00	50
Chinese Immigrants (2 points)	1.25	62
Jewish Immigrants (2 points)	1.00	50
Cuban Immigrants (2 points)	.75	38

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Scoring: 1890's School Project

Task 1 required students to list a number of details about the 1890's school and classroom. The task was scored on a scale in which groups were awarded two points for a complete response, one point for a partially correct answer, and no points for an inadequate response.

Task 2 asked students to provide details on the types of schoolwork students did in the 1890's school project. This exercise was scored using a rubric that awarded three points to a complete response, two to a partially correct response, one to a minimal response, and none to an inadequate response.

Task 3 was a two-part exercise in which students were asked to discuss problems that teachers and students faced in the 1890's. For each part, a complete response was given three points, a partial response two, and a minimal response one. Inadequate responses were given no points. Because the exercise had two parts, a total of six possible points might be awarded on the task.

Task 4 was also a two-part exercise, in which students were asked to describe similarities and differences between the 1890's school and modern schools. The scoring metric was the same as that used in Task 3.

Task 5 required students to design a time capsule that would help future historians learn about their school. Complete responses were awarded four points, essentially correct responses three, partially correct answers two, and minimal responses one. Answers viewed as inadequate were not given points.

For each of the tasks, the number of points that could be earned, the average score, and that average expressed as a percent of maximum possible score, are shown in Tables 8 through 12. Expressed as a percentage of the maximum possible score, the task averages ranged from 64 to 90.

TABLE 8 Average Score and Percent of Maximum Score for Task 1 of the 1890's School Project

Task 1: Details— *Using the materials in the box to help you, write a detailed description of what the schoolhouse and classroom looked like.*	**Average Score**	**Percent of Maximum Score**
Task 1 (2 points)	1.65	82

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 9 Average Score and Percent of Maximum Score for Task 2 of the 1890's School Project

Task 2: Details— *What kinds of schoolwork did the students do? List three subjects they studied in school. For each one, give some details about the students' schoolwork, for example, the types of books they had, the materials they used, or assignments they did.*	**Average Score**	**Percent of Maximum Score**
Task 2 (3 points)	1.91	64

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 10 Average Score and Percent of Maximum Score for Task 3 of the 1890's School Project

Task 3: Inference— *What kinds of problems did the teacher and the students face in school? Give three examples of problems she might have had based on what you learned from the materials.*	**Average Score**	**Percent of Maximum Score**
Task 3 (6 points)	4.65	78
Part A: Teachers (3 points)	2.43	81
Part B: Students (3 points)	2.22	74

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 11 Average Score and Percent of Maximum Score for Task 4 of the 1890's School Project

Task 4: Analysis— *How have schools changed since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was different from your school today that show how schools have changed. Describe three ways in which the schools are the same.*	**Average Score**	**Percent of Maximum Score**
Task 4 (6 points)	5.39	90
Part A: Different (3 points)	2.74	91
Part B: The Same (3 points)	2.65	88

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 12 **Average Score and Percent of Maximum Score for Task 5 of the 1890's School Project**

Task 5: Analysis— *The materials in the box are evidence that gave you information about a school in the past. What kinds of evidence about your school would you collect to help historians of the future understand what schools are like now? Make a list of six pieces of evidence you would collect and briefly explain why you would choose each one.*	**Average Score**	**Percent of Maximum Score**
Task 5 Overall (4 points)	1.61	40

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Scoring of Group Process

In addition to evaluating the products the groups produced, another important aspect of the history group assessment study was the ways in which students conducted their group work. To that end, a rating system was developed to capture the major dimensions of communication behavior within the groups. These group communication ratings were designed to be used generically. That is to say, the same rating scales were used for all of the tasks in the immigrants and the 1890's school projects.

The group communication ratings were divided into three scales: participation, process, and content. The first rating quantified the extent to which group members participated in the task. The process rating focused on aspects of the group activity related to organizing and managing group interaction; its purpose was to capture the degree to which process-related discussions and other behaviors helped or hindered work. The content rating focused on the degree to which task-related discussions demonstrated sound historical thinking and addressed the requirements of the task. Each rating scale was divided into three levels, which in general corresponded to low, medium, and high levels of performance.

Assessment administrators were trained to conduct these ratings as they observed the groups performing the tasks. A second group of raters was trained to conduct similar ratings of the videotaped records of the group activities. In both cases, two people rated each performance. It should be noted that the rating guides for the live and videotaped performances were not identical. In preparation for the ratings of the videotapes, minor adjustments were made to the definitions of the dimensions and their levels and some decision rules were added to handle special situations that were not anticipated prior to the pilot testing. Therefore, it is not possible to examine the levels of agreement for the live and video ratings and conclude that one method was more reliable than the other.

Table 13 presents the percentages of exact agreement between raters for the immigrants task. Overall agreement rates based on live performances ranged from 75 percent to 83 percent, with an overall agreement rate of 80 percent. Ratings based on the videotape were somewhat lower, ranging from 69 to 75 percent. These levels of agreement are somewhat, though not substantially, lower than those seen in operational NAEP assessments. However, it is important to note that the rates may be appropriate to the rating of processes, which is not done in main NAEP (where products are rated). In addition, in operational assessments, substantial steps are taken to improve score agreement rates. For a variety of reasons, the full array of these steps were not implemented in this pilot study.

TABLE 13 **Percent of Exact Agreement for Group Communication Ratings: Immigrants Task**

	Participation	Process	Content	Overall
Based on:				
Live Performances	75	81	83	80
Videotapes	69	72	75	72

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Table 14 presents the average ratings for the immigrant project conducted from live performances and of videotapes. There are several aspects of these results worth noting. One aspect concerns ratings across tasks. The average scores did not appear to differ greatly across the three ratings, the five tasks, the two projects, or the two types of performances. The average ratings for participation seemed to be the highest and those for content the lowest.

TABLE 14 **Average Group Communication Ratings: Immigrants Project**

	Participation		Process		Content	
	Based on Live Rating	Based on Video Rating	Based on Live Rating	Based on Video Rating	Based on Live Rating	Based on Video Rating
Task 1	2.3	2.6	2.1	2.2	1.9	2.0
Task 2	2.1	2.4	2.1	2.2	2.0	2.1
Task 3	2.3	2.4	2.2	2.3	2.0	2.1
Task 4	2.1	2.5	2.0	2.3	1.8	1.9
Task 5	2.2	2.3	2.0	2.3	1.8	2.1
Overall	2.2	2.4	2.1	2.3	1.9	2.0

Note: All ratings were obtained on a scale of 1 to 3.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Table 15 presents the percentages of exact agreement between raters for the 1890's task. Overall agreement rates ranged from 69 to 76. Unlike the immigrants tasks, there was little evidence to suggest that higher agreement was obtained in either live or videotape scoring.

TABLE 15 **Percent of Exact Agreement on Group Communication Ratings: 1890's School Project**

	Participation	Process	Content	Overall
Based on:				
Live Performances	76	69	72	72
Videotapes	69	74	69	71

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Table 16 presents the average ratings for the 1890's school project, conducted from live performances and from videotapes.

TABLE 16 **Average Group Communication Ratings: 1890's School Project**

	Participation		Process		Content	
	Based on Live Rating	Based on Video Rating	Based on Live Rating	Based on Video Rating	Based on Live Rating	Based on Video Rating
Task 1	2.3	2.3	2.0	2.4	2.0	2.2
Task 2	2.3	2.2	2.3	2.4	2.2	2.2
Task 3	2.3	2.3	2.2	2.3	2.2	2.2
Task 4	2.3	2.5	2.2	2.4	2.1	2.2
Task 5	2.3	2.3	2.3	2.4	2.2	2.2
Overall	2.3	2.3	2.2	2.4	2.1	2.2

Note: All ratings were obtained on a scale of 1 to 3.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

A review of the videotapes of groups for which raters differed in their ratings suggested that in most cases the performance seemed to reflect a middle ground between two ratings. For example, when raters agreed that a group's content rating was at the "2" level, that performance represented a clear example of that level. When one rater assigned a group a "2" rating for content and the other rater the same group a "3," it was often possible to see characteristics of both levels in the performance of the group. In summarizing results on ratings of live performance and of videotapes, it was decided to average the ratings of the two raters rather than attempt an arbitration rating.

Additional analyses of the videotaped performances were conducted after the initial ratings of participation, process, and content were made. One of the purposes of these analyses was to make judgments about the roles that specific individuals played in their respective groups. For these analyses, raters were not asked to make independent judgments. Instead, one rater viewed the tapes and described group members according to a preestablished protocol, and a second rater reviewed the tapes to confirm or to question the judgments of the first rater. Raters were asked to identify specific individuals who played one or more of the following roles:

- Extended content: thos ndividuals who made the kinds of content contributions that helped the group get a high rating in content
- Facilitated process: those individuals who made the kinds of process contributions that helped the group get a high rating in process
- Dominated discussion: those individuals who spoke a great deal and thereby greatly influenced the content and process ratings of the group and detracted from the participation rating
- Did not participate: those individuals who did not speak up in the group.

In cases of disagreement between the two judges, any individual identified by either judge as extending content, facilitating process, or dominating discussion retained that classification. On the other hand, an individual was classified as "not participating" only if both judges agreed on that classification.

It is important to note that not all individual participants in the group assessment study received one of these ratings. Judges attempted to identify individuals who played one or more of the three roles, or who did not participate. Many students participated, but were not judged to have extended content, facilitated process, or dominated discussion.

Tables 17 and 18 summarize the number and characteristics of students who fulfilled each of the four roles in the immigrants and the 1890's school projects. Also shown in these tables is an average score on the main NAEP history assessment booklet that those students completed.[1] The role most commonly identified was that of facilitating process. The majority of students participated in some way.

TABLE 17 **Characteristics of Students Fulfilling Various Roles in the Immigrants Project**

	Total Number	Average NAEP Booklet Score
Extended Content	4	1.30
Facilitated Process	39	.69
Dominated Discussion	16	.59
Did Not Participate	8	-.01

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 18 **Characteristics of Students Fulfilling Various Roles in the 1890's School Project**

	Total Number	Average NAEP Booklet Score
Extended Content	12	.94
Facilitated Process	30	.75
Dominated Discussion	13	.77
Did Not Participate	9	.10

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

[1] Each student in the History Group Assessment was assigned a "number-correct" test score on the basis of their performance on the paper-and-pencil main NAEP assessment. These scores were transformed to be normally distributed, with mean = 0 and standard deviation = 1 in the full NAEP grade 8 sample.

Comparisons of Spoken and Written Responses

Another concern in group assessment has to do with the influence of the group member who writes the group's responses to tasks. For each task, groups were asked to identify one person to act as the recorder and to complete the task sheet for the group. In many cases, groups chose to rotate this responsibility from task to task. In some instances, particularly for the immigrants tasks, groups passed the task sheet around the group, and one person from each pair completed the task sheet for their immigrant group. In a few instances, groups had the same person record the response for each task. It seemed possible that the person doing the recording might influence the work on the task sheet, either positively or negatively. A student with particularly good writing skills or a high level of history competence might take the responses of group members and weave them into a more coherent and complete answer. A student with less skills or knowledge might fail to capture or adequately express the responses provided by group members.

The relationship between what was said in the group and what was written on the task sheets was examined during the additional analyses of the videotapes. For each task, raters were asked to evaluate whether the discussion of the content by the group was better, the same, or worse than what the recorder wrote on the task sheet. The results are shown in Tables 19 and 20. In the vast majority of cases, the quality level of the spoken responses matched the written responses. However, 16 percent of the time in the immigrants project and 25 percent of the time in the 1890's school project, the quality of the oral conversation was different from what was written on the task sheets.

TABLE 19 Spoken Responses Compared with Written Responses in the Immigrants Project

	Spoken Response Better than Written Response	Spoken Response Same as Written Response	Spoken Response Worse than Written Response
Percentage of Instances	8%	84%	8%

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

TABLE 20 Spoken Responses Compared with Written Responses in the 1890's School Project

	Spoken Response Better than Written Response	Spoken Response Same as Written Response	Spoken Response Worse than Written Response
Percentage of Instances*	13%	76%	12%

*Numbers do not total 100 percent due to rounding

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Amount of Related History Knowledge and Skills

Both projects, immigrants and 1890's school, were designed so that students did not need specific background knowledge about these topics from their school studies or their home experience to complete the tasks. However, it was thought that relevant school or home background might enhance their ability to do the tasks.

Probably a more important variable with respect to these tasks is experience in working with primary documents. It was expected that students who had used historical letters, diaries, or essays in their history study would be better able to tackle these tasks.

The following describes the amount of relevant history experience the participants brought to the tasks. The fact that most students had been exposed to knowledge related to the project topics and few students had experience using source material on a regular basis made it unproductive to look at the relationship between these factors and student achievement.

Immigrants Project

The responses of students to specific questions about their knowledge of immigrant topics indicate that most students brought some background experience to the immigrant tasks, as shown in Table 21. Virtually all students participating in the immigrants project portion of the study had studied immigrants at least to some extent during junior high school. The Chinese and the Jewish immigrants were the more commonly studied groups. In contrast, few students reported that they had studied Cuban immigrants. Almost half of the students had also heard about the immigrant experiences of their own families.

TABLE 21 **Percent of Students in the Immigrants Project with History Knowledge or Experiences Related to Immigrants**

	Percent of Students
Have Studied Immigrants a Lot or Some	98
Have Studied Chinese Immigrants	52
Have Studied Jewish Immigrants	62
Have Studied Cuban Immigrants	14
Have Heard Accounts about Family Members Immigrating	48

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

While most students had studied immigration in school, fewer had used original historical documents in their history studies. These results are displayed in Table 22. Fourteen percent of the students participating in the immigrants project portion of the study reported using primary historical documents on a regular basis, that is at least weekly, and 39 percent reported that they never used these types of materials. Their teachers did not completely agree. Reporting about these same students, teachers said that 18 percent of the students used these materials at least weekly and all of them used primary sources at least a few times a year. This level and type of disagreement between students and teachers is common in NAEP surveys, and is discussed more fully in the 1994 Nation's Report Card in U.S. history and in the NAEP report Learning About Our World and Our Past.

TABLE 22 **Frequency of Use of Historical Documents based on Student and Teacher Reports: Immigrants Project**

How frequently do you use historical letters, diaries, or essays in history or social studies?	About Every Day	Once or Twice a Week	Once or Twice a Month	A Few Times a Year	Never
Percentages Based on Student Report	2	12	16	32	39
Percentages Based on Teacher Report	0	18	56	26	0

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

1890's School Project

It seems that many students also brought some school and home experience to their work on the 1890's school tasks (see Table 23). Most students had studied some aspects of social history of nineteenth-century America, and more than half had visited a renovated school, which are fairly common across the United States. Thirty percent of the students reported that they had seen a television show which was popular in 1994, *Christy*, about a young teacher in a rural school around the turn of the century. However, students' discussions during the 1890's school tasks did not make direct reference to the show, so this factor probably was less influential on student performance.

TABLE 23 Percent of Students in the 1890's School Project with History Knowledge or Experience Related to 19th Century Schools

	Percent of Students
Have Studied Everyday Lives of People During the 1800's	87
Have Visited a Museum that Shows What an Old School was Like	61
Have Watched the Television Show *Christy*	30

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Students participating in the 1890's school tasks had relatively little experience using original historical materials, as shown in Table 24. According to the reports of students, 14 percent used original historical sources at least weekly, and 36 percent never used these types of materials. The teachers of these same students reported that 12 percent of the students used primary documents once or twice a week, and all of them used these types of materials at least a few times a year.

TABLE 24 Frequency of Use of Historical Documents based on Student and Teacher Reports: 1890's School Project

How frequently do you use historical letters, diaries, or essays in history or social studies?	About Every Day	Once or Twice a Week	Once or Twice a Month	A Few Times a Year	Never
Percentages Based on Student Report	2	12	34	16	36
Percentages Based on Teacher Report	0	12	65	23	0

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

Amount of Experience Working in Groups

Students' performance on the two group history tasks, particularly the process ratings, might be influenced by their experience in working in groups. Both students and teachers were therefore asked how often students worked on group projects as a part of their history instruction. One would assume that students with more of this type of experience would do better at group history tasks. However, it must be kept in mind that in the pilot study students were assigned to groups at random. They may not have known each other well and did not have the benefit of working together on other projects over the course of a school year. Because the groups tended to have a mix of students with more and less group experience, analyses of the relationship between group experience and achievement were not pursued.

Immigrants Project

The students who participated in the immigrant tasks were not used to working in groups on a regular basis, but they had some experience working on history projects in this way, as shown in Table 25. Twenty-two percent of the students reported that they worked in groups weekly, while only 10 percent reported that they never worked in groups in history or social studies classes. Teachers reporting about the same students indicated a somewhat higher frequency of working in groups. Further, when teachers were asked about the methods they used to evaluate students in history, they indicated that the majority of students are assessed in history at least weekly using individual or group project work.

TABLE 25 **Percent of Students in the Immigrants Project with Experience Working on a Group Project**

Work on a Group Project in History or Social Studies	About Every Day	Once or Twice a Week	Once or Twice a Month	A Few Times a Year	Never
Percentages Based on Student Report	8	14	42	26	10
Percentages Based on Teacher Report	5	21	64	10	0
Are Assessed in History Through Individual or Group Projects	0	58	38	4	0

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

1890's School Project

The level of experience working on group projects for the students participating in the 1890's school tasks, presented in Table 26, roughly paralleled that of the students participating in the immigrants tasks. Twenty-one percent of the students in the 1890's school groups reported group work at least once or twice a week, while only 9 percent reported no group experience. The reports of teachers for the same students showed a little more group project work. Teachers also indicated frequent use of individual or group projects as a means of assessing students' history knowledge and skills. Almost half of the students who participated in the 1890's school tasks were assessed at least weekly in this manner.

TABLE 26 **Percent of Students in the 1890's School Project with Experience Working on a Group Project**

Work on a Group Project in History or Social Studies	About Every Day	Once or Twice a Week	Once or Twice a Month	A Few Times a Year	Never
Percentages Based on Student Report	7	14	38	31	9
Percentages Based on Teacher Report	8	12	57	23	0
Are Assessed in History Through Individual or Group Projects	3	46	43	8	0

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 U.S. History Assessment.

CHAPTER 2

Development and Operations: Recommendations for Improvement and Lessons Learned

Introduction

As has been stated above, the purpose of the group assessment project was to evaluate the feasibility of assessing groups of students, and to gain experience in the design, administration, analysis, and scoring of such assessments. The purpose of this chapter is to document some of the lessons that were learned as a result of the group assessment study, and to make suggestions for how future studies might be better designed and implemented.

We focus, in this chapter, on areas of the group assessment that are different from those found in individual student assessment. For example, the scoring of written products was accomplished through methods identical to those used to score responses written by individuals; the fact that they were produced by a group in no way affected scoring methodology. Hence we have not discussed that issue here. Rather we have focused on lessons we learned that would help improve future group projects.[1]

Task Development

The 1890's school task and the immigrants task were intentionally designed in somewhat different fashions. The former task asked students to work as an integrated group, while the latter broke them into pairs. The 1890's school task relied solely on materials that might have been present in a school of this era, and students worked on this single topic area. This task also made extensive use of authentic (and often nontext-based) artifacts. The immigrants task focused students on the similarities and differences between different groups, and thus required students to work in a variety of historical periods. This task had authentic textual materials and photographs, but fewer other artifacts than the 1890's school task. The assessment developers hoped that the contrast between tasks might shed some light on which motivated students more highly, and which elicited both good historical thinking and vibrant group interaction.

[1]Before beginning, we should mention that the lessons described below have already been put to productive use. They informed the development, administration, and scoring of the group assessments conducted as part of the NAEP Arts Education Assessment in theater in 1997. The theater assessment had a high participation rate, and results of the group projects are being included as part of the Nation's Report Card in the Arts.

Since the two projects were designed using different types of materials and formats for group interaction, they understandably did generate different types of student responses and different group behaviors. Students seemed to display more enthusiasm and interest in the 1890's school project than they did in the immigrants project. Three factors appeared to contribute to this: First, being able to handle real artifacts in the 1890's school project was clearly more stimulating for students. Second, the initial pairs format used in the immigration project seemed to discourage students from interaction once the larger groups of six were reconvened. This may be due to some combination of factors: The students were asked to work in pairs and were then required, when they came back into a large group, to synthesize the different and independent sets of information with which each pair had worked (in other words, two students worked on Chinese immigrants, another two worked on Cuban immigrants, and were then asked to synthesize and compare what they had learned). In the case of the 1890's school project, students worked together throughout the project and worked in a single topical area. Third, students seemed implicitly able to identify with the Iowa school and to understand comparisons that were made with their own school; this task was open to students regardless of the specific curriculum that they had been taught. Field administrators noted that students who participated in the immigrants task often seemed stymied and confused by materials relating to a specific immigrant group of whom they had no specific knowledge.

The experience with the special study suggests several changes in task development that would enable the group assessment to run more smoothly and produce better results.

- Students should be given tasks related to their personal experience or knowledge, which could be achieved by tying tasks to a known curriculum.
- Groups should be small enough [about four students] so students can communicate without needing to break off into subgroups.
- Students should work in a single topical area, rather than being forced to work in groups in different topical areas.
- Students should be presented with an overall problem to solve or product to produce. Then students should be given task sheets to structure the answers and standardize the evaluation. These procedures worked well in the pilot study, and should be used in future assessments of group performance.

Communication Rating Scales Development

Communication rating scales were developed for the purpose of compiling descriptive information concerning aspects of group interaction that might affect achievement on the tasks. Group processes were scored in three areas: participation, process, and content. As described in Chapter 1, the communications ratings were conducted both during live assessment sessions and based on a review of the videotapes of those sessions. Communications ratings were assigned reliably; that is, there were high rates of agreement among raters. These scales provided useful information and should be used as part of any group assessment study.

The scales evolved from five points to three points because it was difficult to articulate and find clear examples of such complex processes for five levels. We thus recommend that a three-point scale, rather than a five-point scale, be used to rate communication processes among groups. Terms and descriptive statements that defined the scale points were drawn both from previous research and from observations of actual student performance during pilot testing.

A special issue arose in the communication rating of the "historical content" of the discussion. In the majority of cases the quality of the products documented by the group recorder "matched" the quality of the group discussion; that is, discussions that showed "good historical content" were held by groups that produced "good" products. However, in about 15 to 25 percent of the cases the content quality was not the same; i.e., the recorder's response was either better or worse than the content embodied in the group discussion. Thus, the written response may not fully reflect all the group knew or could do, or conversely, may give a falsely high picture of group performance. The reasons for this may be several. On the one hand, if a strong student were the recorder, he or she might put more into the written response than resulted from the discussion. On the other hand, an inattentive recorder might have missed some of the important portions of the conversation, or may have been unable to accurately reproduce them in writing.

This issue might be dealt with in a couple of ways. If the goal of the assessment is to measure the history achievement of individual students as a result of a group interaction, then one might design a group project that asks individual students to complete task sheets on their own. If the goal of the assessment is to measure the collective achievement of the group, then one might eliminate the written work altogether and score only the oral discussion. However, it is important to note that the relationship between discussion and written products may be an important piece of information to be gathered by a group assessment study. Therefore, the current version, in which both discussions and written work were evaluated, may hold the best promise.

Three general recommendations emerge in the area of group communications scales. These are:

- Communications ratings are an important source of information in this type of assessment and should be included. The general communications categories used in this study — participation, process, and content — provided valuable information and should be used in future studies.
- It was not possible for judges to reliably divide communications and group processes into five ratings categories. Three-point scales proved more effective.
- In the area of content, it became clear that, in a number of cases, written products were either notably better or worse than the content of the discussion indicated that they should be. However, such information seems, on its face, to be an important part of such a study.

Administration Procedures

Administration of the group projects included the usual NAEP procedures for identifying eligible students and monitoring and timing the assessment. These procedures did not pose any problems. However, other operational aspects did add obstacles in the field. Parental permission for videotaping proved difficult to obtain. In addition, setting up and operating video equipment, reading an administration script that demanded some level of interaction with the students, and completing communication ratings during the project all presented real challenges to field administrators.

As mentioned previously, obtaining enough students for the study presented a major obstacle. In a limited number of cases, school coordinators made some mistakes in identifying eligible students. However, the major problem was an extremely low return rate for parental permission forms (38 percent). Although many more students were identified than needed, out of 72 sessions planned, only 48 were conducted. If videotaping is required, it is clear that more time and effort needs to be devoted to obtaining parental permission forms. The following steps could be taken to increase the response rate:

- The field administrator, rather than the school coordinators, might identify the eligible students.
- More information might be given to parents about the purposes and uses of the study.
- Parental permission forms could be both mailed to parents and given to students with a more informative letter about the project.

Problems with video equipment could be reduced by giving administrators more time to practice with the equipment and make trial tapes. The video cameras need to be equipped with headphones so that sound may be checked at each session. Better packaging is also needed for the equipment so that it will not be damaged in shipping.

The difficulties that administrators experienced in reading the script and completing the communication ratings could be addressed by improved training, as discussed below.

Training Assessment Administrators

Assessment administrators participated in two days of training. They received a manual that outlined all phases of the administration. The sections on preparing the paperwork for the assessment and post-assessment recordkeeping were reviewed and were well understood, as these procedures were familiar to experienced administrators.

The bulk of training time concentrated on the group communications ratings. Remember, administrators were expected to both set up the session and to give communications ratings as they watched the students (These ratings were also given by a later set of judges watching the videotape.). Administrators were shown examples of group performance assembled from videotapes of task tryouts. The first rating scale, participation, was explained. Then a videotaped example of a level 3 performance was viewed and discussed, followed by a videotaped example of level 2, and then an example of level 1. Administrators then viewed three more tapes and practiced making ratings. This sequence was repeated for both the process and content ratings. The examples were drawn from different tasks from both projects. For the final practice exercise, administrators rated a videotape of a complete administration of the immigrants project and completed all three scales for all five tasks. Their work on this final practice was used to determine the reliability of their ratings and to identify those who were experiencing difficulty. As a group, the raters agreed with preestablished ratings 80 percent of the time.

In addition to the rating training, administrators had an opportunity to observe a live administration of each of the projects. Administrators were also each given their own set of video equipment and were walked through the instructional manual and actual setup of their equipment.

After training, each administrator was given a complete copy of the training tape and its corresponding ratings and was encouraged to use the tape as a refresher course when needed.

Although the training session went smoothly, the field experiences of the administrators indicated that the following modifications would improve its usefulness:

- There should be a mechanism to deal with situations where administrators do not demonstrate proficiency with the rating scales.
- The difference between the training and the field experience was too large. Much time was spent on learning to assign ratings, and relatively less on learning to administer the assessment tasks. In addition, there were few authentic videotapes of field administrations to be used in training. In future trainings, administrators should view and rate more tapes that more closely resemble the actual field experience.
- Administrators should actually do the tasks and receive some instruction in U.S. history. This would enable them to understand the project in depth and to make better judgments when doing the communication ratings (as these involve assessing, among other things, content knowledge).
- All administrators should be required to review the training tapes at regular intervals.
- Administrators need the opportunity to practice the script. They need to be so familiar with the script that they can "speak it" to the students in a relaxed and personable manner.

Administering Assessments

Overall, project administrations ran smoothly. Problems did arise, however, as described below.

Sampling of student participants was to be performed on the day of the administration. There was often difficulty in obtaining enough students to do both projects, however, so that in many cases sampling was unnecessary. It should be noted that in a larger assessment, sampling would have to be completed prior to the day of assessment.

The most pervasive problem in the sessions was that students did not speak loudly enough. Ability to hear students was crucial for rating the live group performances and even more important for rating the videotapes. Some aspects of the sessions seemed to exaggerate this problem. Students came into the room with little knowledge about why they were there, creating confusion. Further, due to the random sampling, students did not know the other students in the group with whom they were instructed to work "together." Some administrators conducted brief warm-up activities with the students and these appeared to improve group interaction.

The presence of a video camera did not seem to affect students, but the number of

observers did. In a few sessions there were as many adult observers as there were students. Field administrators uniformly believed that this was clearly an intimidating situation that should be avoided.

The tentativeness of the group interaction might also have been due to the fact that the students were not used to working in groups and/or not used to working with one another. Students were selected at random from those who participated in the main NAEP assessment. They were drawn from across all the eighth-grade classes in their school and they may or may not have worked in groups on a regular basis. An alternative strategy might be to sample students from existing history classes. Then a particular group of students would be used to interacting with one another in a history class context. Depending on their teacher's instructional style, they might or might not be used to working on group projects, but that level of experience would be known and relatively consistent across the group members.

Using randomly formed groups in the study allowed for measurement of the abilities of students to work in groups formed for a specific purpose. This situation mirrors many group interactions that occur in the workplace and also allows one to form a sample that is, in principle, representative of the population as a whole. However, putting students in groups with others whom they do not know may prevent them from performing as well in groups as they might. This might in turn lead to underestimates of group performance and to generalizations about group behaviors that do not reflect the best practices available.

Lack of adequate space in some schools also contributed to some logistical problems in conducting the administration. When rooms were small, it was difficult to set up the video camera with a full view of the students. The off-site raters therefore did not always have a clear view of all students. Although efforts were made to minimize distractions, the amount of noise from students in the hall, people working in outer offices, and the outside was considerable. The noise did not always distract the students, but it did affect the audio on the tapes.

Another aspect of administration that needs modification is the reading of the script. Administrators had been trained to read the script verbatim, as is generally the practice in the administration of NAEP assessments. In practice, however, this instruction was interpreted in different ways. Some administrators simply read, others tried to read and make some contact with students, still others felt a need to read and include extra instructions to encourage interaction. Strict protocols are needed for how much and what type of encouragement or intervention are allowed. Protocols should also be used if "warm-up" activities are administered with each group before introducing the tasks. In addition, administrators should be carefully trained during the training session as to whether and how they can deviate from the script.

The last problems with conducting sessions are easily remedied. Administrators should have timers that are silent. Headphones for monitoring sound on videotapes are needed, and the quality of the blank videotapes should be upgraded.

To summarize, the general findings regarding field administration of the group assessment tasks are as follows:

- This was a small-scale study. In a larger study, sampling needs to be conducted well ahead of the assessment.
- Students must be encouraged to speak loudly and clearly and to work together. Appropriate instructions in the administration scripts and warm-up exercises seem to help markedly in these situations.
- The number of adult observers in sessions should be limited.
- This study used groups to which students had been randomly assigned. This would allow generalization to the overall population and is an authentic situation found in the workplace, but may have resulted in some tentativeness in group interaction and underestimates of how well some students can work in groups. Using students from intact classrooms may help ameliorate these problems, but will result in difficult sampling problems.
- Group assessments involve space, and adequate space was often difficult to find in schools. Field staff must negotiate space availability at an early point in the process.
- Issues relating to standardization need to be revisited. Whether scripts should be read verbatim, or some deviations allowed, should be the subjects of further study.

Training Videotape Raters

In addition to the ratings of live group performances by the assessment administrators, two other scorers independently rated videotapes of the group communication. In considering the implementation of this part of the study, the project advisory committee discussed whether the second set of raters rating videotapes should be given the same training and protocols as the observers rating live performances. It would be necessary to keep the training and protocols the same in order to compare the agreement of videotape and live ratings. However, the field experience yielded information that would be useful for revising the training and protocols. Since it is felt that such information would probably increase the reliability of the videotape raters and it seemed likely that revisions would be made in the future, the committee decided to include some of those revisions in the training of videotape raters.

The videotape raters were trained using the same training tapes as in the training of assessment administrators, but the following changes were made. The content rating was revised to incorporate evidence of historical thinking, and a list of characteristics of historical thinking was included. The process rating was revised so that it incorporated both establishing procedures and managing human interaction, and the list of characteristics of process behaviors was expanded. Decision rules were added for rating special circumstances — for example, when you could not hear the students or when students passed the task sheets around the group instead of talking.

Conclusion

The group assessment study in history served its stated purpose, that is, to gain experience in and investigate issues related to the assessment of groups of students. Many of the issues related to administration are seemingly simple, such as permission slips, but in practice led to great difficulties. Other issues related to design choices must clearly be made, for example, the advantages and disadvantages of using randomly assigned groups. Overall, we found that assessing groups of students is both possible and productive, but that further experience is likely to prove necessary before group assessment can be a routine part of large-scale surveys.

CHAPTER 3

Summary

The purpose of the NAEP U.S. history group assessment special study was to obtain experience in the design, administration, scoring, and analysis of group assessment tasks. The study provided an opportunity to develop group assessment tasks, group communication rating scales, and assessment procedures; train assessment administrators and raters; administer assessments to students who had also participated in the main NAEP U.S. history assessment; and analyze and examine the results.

The study provided both statistical and experiential data. By analyzing the results of groups composed of different types of students responding to two different sets of tasks, it was possible to explore some of the important factors that influence group assessments: the relationship between academic knowledge and skills, group experience, personality, and other characteristics of group members and group achievement. The experience of a small but complete implementation of two group assessment projects also provided a wealth of information regarding assessment development and operational issues.

The study showed that obtaining parental permission can be a major impediment to a videotape study. Since the study results show that it is possible to reach about the same level of reliability rating live performances as rating videotapes, future studies should not preclude the option of conducting all ratings on the spot. This would eliminate problems associated with obtaining parental permission. However, this would only be feasible in studies that use teams of administrators. In addition, no videotapes would be available for secondary analyses.

A second set of issues raised by the study involved getting students to speak loudly enough and to interact with one another. The experience of the study suggests that task design strongly influences the amount of interaction within the group. Some of the characteristics of the 1890's school project that might be emulated in future task development include the selection of topics that are personally relevant to students, the addition of an engaging story line, inclusion of a wide variety of stimulus materials and artifacts, and an opportunity for all students to examine all the materials. Also, field experience indicated that tasks involving the whole group worked better than those requiring the group to break up into pairs at various stages. In debriefing sessions, assessment administrators suggested the addition of warm-up activities and other mechanisms to encourage student interaction that could be standardized and incorporated into protocols for administrators.

The results suggest that students who helped their groups achieve high content ratings also tended to do well on the NAEP U.S. history assessment. Those who did not participate in the group tasks tended to do less well on the assessment. Much more research in the area of group assessment is required. However, this special study provided many insights and practical experiences that can inform future work. As teachers respond to the challenge of building critical thinking and teamwork skills among their students, they will be expanding their use of complex, integrated group activities. It will then be important for the assessment community to support these efforts by providing guidance and strategies for assessing group learning and appropriately interpreting the results of group assessments.

APPENDIX A

Immigrants Project

This appendix contains copies of the various materials used in administering the immigrants tasks, as well as the tasks themselves and sample responses. Specifically, the following sections present:

- the Administration Script which assessment administrators read to each group of students that received the immigrants tasks;
- the Group Communication Ratings Sheet used by administrators to rate each group's live performance;
- a questionnaire used to gather contextual information from assessed students;
- the historical materials on Chinese, Cuban, and Jewish immigrants which were given to the student groups who participated in this project;
- the five immigrants tasks and the scoring guides for these tasks; and
- sample responses to the tasks.

Each section of this appendix begins with a brief description of the material that follows.

Administration Script and Related Materials

Administration Script

The first item in this section is the Administration Script that assessment administrators read to each group of students participating in the immigrants project. The script summarized the purpose of the study, noted that the group's work would be videotaped, explained the nature of the immigrants project, introduced the materials to be distributed, and described the five tasks to be performed. The script also specified the length of time to be provided for each task and guided administrators in distributing and collecting the assessment materials from students. Attached to the script was a list of answers to questions commonly asked by students participating in the assessment.

Group Communication Ratings Sheet

The second item in this section is the ratings sheet used by administrators to evaluate the work of each group of students participating in the immigrants project. The form provided criteria for evaluating group participation (i.e., full, moderate, limited), process (i.e., facilitative, adequate, unproductive), and content (i.e., extended, minimal, limited). Administrators used these criteria to rate group work for each of the five immigrants tasks.

Immigrants Reaction Sheet

The third item in this section is a questionnaire that students were asked to complete at the end of the group assessment session. It gathered information about their previous study of immigrant groups, their experience working in groups at school, and their perceptions of the group work in which they had just participated.

Introduction

You have been asked to participate in a government study of how much young people know and can do in the area of United States history. This is a project in which you will work together as a group to solve a set of historical problems. All the work will be done by the group; what you do as individuals will not be scored. The group scores will not be given to your teachers and they will not count toward your grades in school. The project will take about one hour to complete.

We will be videotaping the work of the group. It is not important for you to look at the camera while you do your work. However, it would be helpful if you speak clearly and loudly so we have a record of your discussion. We will not keep a record of your names and the videotape will remain confidential.

Do you have any questions before we begin the project? [*Answer students' questions.*]

Background

When historians want to learn about the experiences of particular groups of people living in a particular place and time, they examine written records, photographs, or pictures from that period that provide evidence about the experiences of those people. In this project you will be examining historical evidence to learn about some of the experiences of three groups of people who immigrated to the United States. You will also be asked to be critical about the limitations of using these materials to generalize about these groups of people. The three groups are the Chinese, the Jewish, and the Cuban immigrants.

Materials

To do this project we are providing you with three envelopes of materials. Each envelope provides some samples of historical evidence about one of the immigrant groups. First, I will divide you into pairs and give each pair time to examine the contents of one of the envelopes. Then, I will ask you to all work as a large group to complete a series of five tasks to see what you can learn from the materials in the three envelopes. [*Pair students 1 and 2 and give them the Chinese Immigrants envelope. Pair students 3 and 4 and give them the Jewish Immigrants envelope. Pair students 5 and 6 and give them the Cuban Immigrants envelope.*]

Exploration

Take the materials out of the envelopes. You may have eight minutes to examine the materials with your partner. You will be able to use these materials throughout the project. Please do not write on any of the materials. I will give you scratch paper and pencils in case you want to make any notes. [*Put scratch paper and pencils on table. Give students 8 minutes to look at the materials.*]

[*If students stop working before time is called say:* If you are finished I will have you move on to the first task. *Pause.*]

[*If students are still working when time is called say:* Eight minutes are up. *Pause.*]

Task 1

Now I want you all to work together as a large group to complete a series of five tasks. Keep all of your materials out so that you can use them to do the tasks. You may show each other or tell each other about any materials from your envelopes. You may also use history knowledge you already have to complete the tasks. Help each other come up with the best answer you can for each task. For each task, you will need to select one person to read the task directions out loud and write your group's answers on the task sheet. Your answers will be scored based on the information and ideas you give, not your spelling or grammar. Be sure to express yourselves as clearly and completely as you can.

The first thing historians need to do when they are studying a historical problem is to come up with basic facts about the time, people, place, and events. Historians need to answer basic questions like who did what, when and where. Historians try to answer these questions by sifting through various documents and materials available from that period of history. The first task asks you to list key facts that describe the immigrant experience of each of the three groups. Remember, you may look at all of the materials and help each other while you are completing this task. Appoint one group member to read the task directions out loud and write the group's answers on the Task Sheet. You may take eight minutes to complete Task 1. Please speak clearly and loudly. [*Put Task Sheet 1 on the table. Give students up to 8 minutes to complete Task 1.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 1. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish up what you are writing. *Pause. Collect Task Sheet 1. Fill in the number of the student who was the recorder.*]

Task 2

Now I would like you to turn to the second task. In addition to discovering basic facts about a historical problem, historians also try to figure out why

things happened. To answer this kind of question they have to interpret evidence and draw some inferences about what motivated people to do things. The second task asks you to give reasons why each of the three groups decided to come to the United States. Remember, you may refer to all of the materials and help each other. You may take eight minutes to complete Task 2. [*If necessary say:* Please speak clearly and loudly. Put Task Sheet 2 on the table. *Give students up to 8 minutes to complete Task 2.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 2. Fill in the number of the student who was the recorder. If you are using the audiotape, turn off tape recorder, turn over tape, and push the PLAY and REC buttons again.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish up what you are writing. *Pause. Collect Task Sheet 2. Fill in the number of the student who was the recorder. If you are using the audiotape, turn off tape recorder, turn over tape, and push the PLAY and REC buttons again.*]

Task 3

Next you will do the third task. Historians also try to analyze historical evidence to identify commonalities in historical experiences. The third task asks you to compare the information you have about the three immigrant groups in order to identify experiences that were common to the three groups. You may take eight minutes to complete Task 3. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 3 on the table. Give students up to 8 minutes to complete Task 3.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 3. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish up what you are writing. *Pause. Collect Task Sheet 3. Fill in the number of the student who was the recorder.*]

Task 4

Here is the fourth task. Historians are also interested in the unique characteristics of historical experiences. The fourth task asks you to compare the information you have about the three immigrant groups in order to identify experiences that were unique to each of the three groups. You may take eight minutes to complete Task 4. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 4 on the table. Give students up to 8 minutes to complete Task 4.*]

[*If Students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 4. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish up what you are writing. *Pause. Collect Task Sheet 4. Fill in the number of the student who was the recorder.*]

Task 5

You will now complete one final task. When historians interpret historical information they have to keep in mind the sources of their evidence. They must keep in mind how accurate the information is and how complete a picture it gives. Task 5 asks you to analyze the types of evidence you have about the three immigrant groups and to judge how accurate and complete a picture it gives you. You may take eight minutes to complete Task 5. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 5 on the table. Give students up to 8 minutes to complete Task 5.*]

[*If students stop working before time is up say:* If you are finished I will pick up your last Task Sheet. *Pause. Collect Task Sheet 5 and any used scratch paper. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish up what you are writing. *Pause. Collect Task Sheet 5 and any used scratch paper. Fill in the number of the student who was the recorder.*]

Reaction Sheet

Thank you very much for your work on these tasks. Your responses will help us know more about how students work in groups to solve historical problems. Before you go, I would like each of you to take a few minutes to complete a brief questionnaire about your experience working in a group on these history tasks. [*Distribute questionnaires precoded with the student numbers to the appropriate students. Give students as much time as they need to complete the questionnaire. Dismiss them to their classes.*]

- I don't know the answer to your question.
- I can't answer that question. Do the best you can.
- The entire project will take about one hour to complete.
- You may take [*say appropriate number*] minutes to complete this task.
- I want you to move on to the next task, even though you haven't finished this task.
- If you finish the task early, we will move on to the next task.
- You have [*say appropriate number*] minutes left for this task.
- Some of the materials are reproductions of the original materials.
- Please do not write on the materials.
- You may use the scratch materials to write notes.
- Write your answers on the task sheet.
- You do not have to write anything in the blanks at the bottom of the page.
- You may write on the back of the task sheet.
- Assign one person to read the task out loud and write your group's answers.
- Follow the instructions that are printed on the task sheet.
- You do not need to write your answers in complete sentences or paragraphs, but make sure you express yourself clearly.
- You will be scored based on the information and ideas you give, not your spelling or grammar.
- Your scores will be based on the work of the whole group, not on the work of each individual.
- [*For 1890's School Task 5*] Your evidence does not have to be small enough to fit into the metal box I gave you.
- Neither the task sheets nor the videotapes will be shown to anyone in your school.
- We will not be able to show you or give you a copy of the videotape.
- You may keep all of the materials out so you can use them.
- You may show each other or tell each other about any of the materials.
- You may help each other.
- You may use history knowledge you already have.
- Please speak clearly and loudly.
- You did very well.

Group Communication Ratings Sheet: Immigrants

Date: Month Day Year __ __ __ __ __ __ Observer: _____

School Number: __ __ __ __ __ __ __ __ __

Requirements:	TASK 1 Description	TASK 2 Inference	TASK 3 Analysis	TASK 4 Analysis	TASK 5 Analysis
Participation					
Full	3	3	3	3	3
Moderate	2	2	2	2	2
Limited	1	1	1	1	1
Process					
Facilitative	3	3	3	3	3
Adequate	2	2	2	2	2
Unproductive	1	1	1	1	1
Content					
Extended	3	3	3	3	3
Adequate	2	2	2	2	2
Minimal	1	1	1	1	1

Participation	
Full	Additive contributions (3+) by all
Moderate	Additive contributions (3+) by more than half
Limited	No or unproductive contributions by half
Process	
Facilitative	Procedures, encouragement, brainstorming, evaluation, negotiation, summarizing
Adequate	Organized to get task done
Unproductive	Lack of organization, disruptive
Content	
Extended	Detailed, inferential, analytic, drawn from variety of material, connected, goes beyond materials
Adequate	Meet requirements, drawn from limited materials, repeats materials
Minimal	Disconnected, "talk around task"

Immigrants Reaction Sheet

For each question, circle one letter next to the answer that is true for you.

1. Since the beginning of middle school or junior high school, how much have you studied immigrant groups who came to the United States during the 1800's and 1900's?

   A A lot
   B Some
   C Not at all

Questions 2-4. Have you studied the following immigrant groups in middle school or junior high school?

		A lot	Some	Not at all
2.	Chinese Immigrants	**A**	**B**	**C**
3.	Jewish Immigrants	**A**	**B**	**C**
4.	Cuban Immigrants	**A**	**B**	**C**

5. Have you ever heard accounts at home about your family, relatives, or ancestors coming to the United States?

   A A lot
   B Some
   C Not at all

PLEASE CONTINUE ON THE BACK ▸

Student Number: _ School Number: _ _ _ _ _ _ _ _ _

NAEP ID: _

6. Have you ever been taught methods for working effectively in a group in middle school or junior high school?

A Yes
B No

7. How much did you contribute to the work of your group in today's history project?

A A lot
B Some
C A little

8. Did you have a chance to contribute to the work of your group as much as you wanted to?

A Yes
B No

9. How organized was your group in completing the five history tasks?

A Very well organized
B Fairly well organized
C Not very well organized

10. How good were your group's answers to the five history tasks?

A Very good
B Fairly good
C Not very good

11. How well do you feel you could have answered today's history tasks if you had been working by yourself and not with the group?

A Better than the group did
B About the same as the group did
C Not as well as the group did

THANK YOU FOR YOUR COOPERATION.

Materials for Immigrants Tasks

What follows are copies of the historical materials that were given to student groups to use in the immigrants project tasks. There are three groups of materials, one for each of the three immigrant groups represented in the tasks. A list of the materials precedes the documents themselves.

Chinese Immigrants

CH-1 Personal recollections: One summer many, many years ago ..

CH-2 Agreement signed by Chinese immigrants (1849)

CH-3 Photo: Clipper ship

CH-4 Newspaper clipping: A Living Stream... (1877)

CH-5 Photo: Chinese railroad workers camp

CH-6 Photo: Chinese construction crew

CH-7 Speech on completion of Central Railroad: In the midst of rejoicing.. (May 1869)

CH-8 Picture: Anti-Chinese cartoon

CH-9 Newspaper clipping: No Rights for Chinese... (1876)

CH-10 Photo: Chinese market, San Francisco

CH-11 Photo: Chinese New Year's procession, San Francisco

CH-12 The U.S. Congress Enacts the Exclusion Law (1882)

CH-1 — Personal Recollection: One Summer Many, Many Years Ago. . .

One summer many, many years ago, heavy floodwaters suddenly swept through south China again. My grandfather and his family fled to high ground and wept as the rising river drowned their rice crops, their chickens and their water buffalo.

With their food and farm gone, the family went to town to look for work. But a thousand other starving peasants were already there. So when grandfather heard there was work for able bodied men across the ocean in the New World, he signed an agreement with English merchants to pay over a portion of his wages, in return for passage and provisions, and off he sailed.

- Personal recollection

CH-2 — Agreement Signed by Chinese Immigrant (1849)

Bancroft Library

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CH-3 — Photo: Clipper Ship

Courtesy U.S. Naval Institute

CH-4 — Newspaper Clipping: A Living Stream . . . (1877)

A LIVING STREAM

A living stream of the blue-coated men of Asia, bending long bamboo poles across their shoulders, from which depend packages of bedding, matting, clothing, and things of which we know neither the names or the uses, pours down the plank the moment that the word is given, "All ready!"

They appear to be of an average age of 25 years - very few being under 15, and none apparently over 40 years - and, though somewhat less in stature than Caucasians, healthy, active, and able-bodied to a man. As they come down onto the wharf, they separate into messes or gangs of 10, 20, or 30 each, and being recognized through some. . . incomprehensible. . . system of signs by agents of the Six Companies [a Chinese organization] are assigned places on the wharf.

Each man carries his entire earthly possessions, and few are overloaded. They are all dressed in coarse but clean and new cotton blouses and loose baggy breeches, blue cotton cloth stockings which reach to the knees, and slippers or shoes with heavy wooden soles . . . Most of them carry one or two broad-brimmed hats of split bamboo and huge palm-leaf fans. For two mortal hours the blue stream pours down from the steamer upon the wharf.

- Newspaper clipping, 1877

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CH-5 — Chinese Railroad Workers' Camp

Southern Pacific Railroad

CH-6 — Chinese Construction Crew

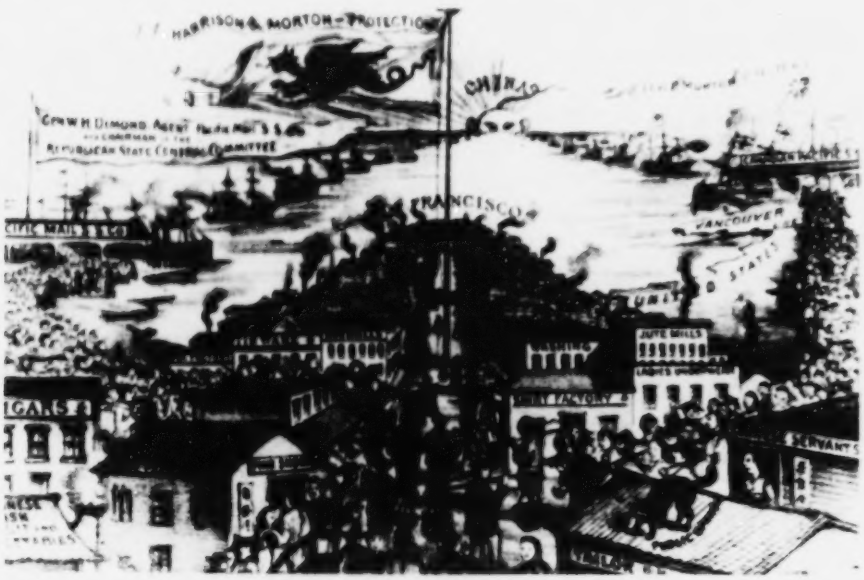
Southern Pacific Railroad

CH-7 — Speech on Completion of Central Railroad: In the Midst of Rejoicing . . .

In the midst of rejoicing, I wish to call to mind that the early completion of this railroad we have built has been in a great measure due to that poor, destitute class of laborers called the Chinese - to the fidelity and industry they have shown - and the great amount of laborers of this land that have been employed upon this work.

- Speech on completion of the Central Railroad, May 1869

CH-8 — Anti-Chinese Cartoon



Bancroft Library

CH-9 — Newspaper Clipping: No Rights for Chinese . . . (1876)

NO RIGHTS FOR CHINESE.

It is scarcely safe for a Chinese people to walk the streets in certain parts of this city. When seen, whether by day or night, they are mercilessly pelted with stones by the young scape-graces who now, there being no school, have nothing else to do, while older hoodlums look on approvingly, and, if the Chinese people venture to resist the assaults, take a hand in and assist the youngsters. Chinese wash houses are sacked almost nightly. A Chinese people apparently has no rights which a white hoodlum, big or little, is bound to respect.

- Newspaper clipping, 1876

CH-10 — Photo: Chinese Market, San Francisco

Bancroft Library

CH-11 — Photo: Chinese New Year's Procession, San Francisco

Culver Pictures

CH-12 — The U.S. Congress Enacts the Exclusion Law (1882)

The U.S. Congress Enacts the Exclusions Law (1882)

An Act to Execute Certain Treaty Stipulations

Relating to Chinese

[Approved May 6, 1882]

WHEREAS, In the opinion of the Government of the United States, the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of American in Congress assembled, That from and after the expiration of ninety days next after the passage of this Act, and until the expiration of ten years next after the passage of this Act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

Reprinted by permission

Jewish Immigrants

J-1 Personal recollection: For some years after they got upon their feet again...(1908)

J-2 Picture: The Jewish Market, Cracow, Poland (1880)

J-3 Photo: Jewish Bread Market, Polotsk, Poland (1900)

J-4 Photo: Steamship travelling from Rotterdam to New York

J-5 Personal recollection: To me, [Ellis Island] was like the House of Babel...(1921)

J-6 Personal recollection: We naturally were in steerage...(1908)

J-7 Photo: The Great Examination Hall, Ellis Island (1904)

J-8 Interrogation, Question: Ask them why the came... Ellis Island (1908)

J-9 Personal recollection: In America, it was no disgrace...(1910)

J-10 Photo: Garment Factory, New York City (1912)

J-11 Personal recollection: We work here, very long hours...(1912)

J-12 Photo: Hester Street, circa (1910)

J-1 — Personal Recollection: For Some Years After They Got Upon Their Feet Again . . . (1908)

For some years after they got upon their feet again, my parents struggled to regain their place in the business world, but failed to do so. My father had another period of experimenting with this or that business like his earlier experience. But everything went wrong, till at last he made a great resolve to begin life all over again. And the way to do that was to start on a new soil. My father was determined to emigrate to America....

Just at that time occurred one of the periodic anti-Semitic movements whereby government officials were wont to clear the forbidden cities of Jews, whom, in intervals of slack administration of the law, they allowed to maintain an illegal residence in places outside the Pale [of Jewish Settlement, an area where Jews in Poland were supposed to live].... It was a little before Passover that the cry of the hunted filled the Jewish world with the familiar fear. The expulsion of Jews from Cracow and its surrounding district at cruelly short notices was the name of this latest disasters.... And hundreds of fugitives, preceded by a wall of distress, flocked into the [Pale]....

The open cities becoming thus suddenly crowded, every man's chance of making a living was diminished in proportion to the number of additional competitors.

- Personal recollection, 1908

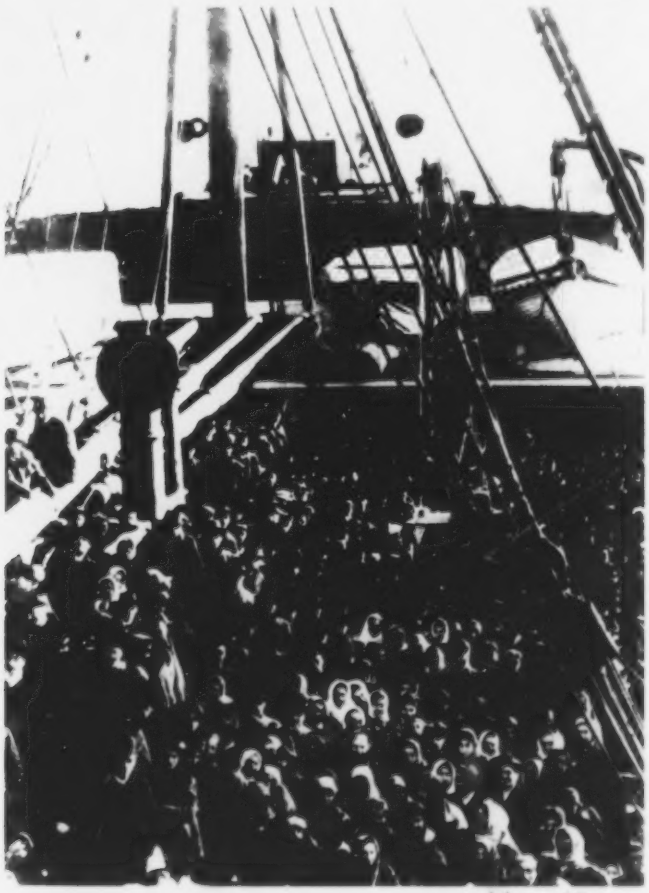
J-2 — Picture: The Jewish Market, Cracow, Poland (1880)

New York Public Library

J-3 — Photo: Jewish Bread Market, Polotsk, Poland (1890)

Library of Congress

J-4 — Photo: Steamship Travelling from Rotterdam to New York



Library of Congress

J-5 — Personal Recollection: To Me, [Ellis Island] Was Like the House of Babel . . . (1921)

To me, [Ellis Island] was like the House of Babel. Because there were so many languages and so many people and everybody huddled together. And it was so full of fear.

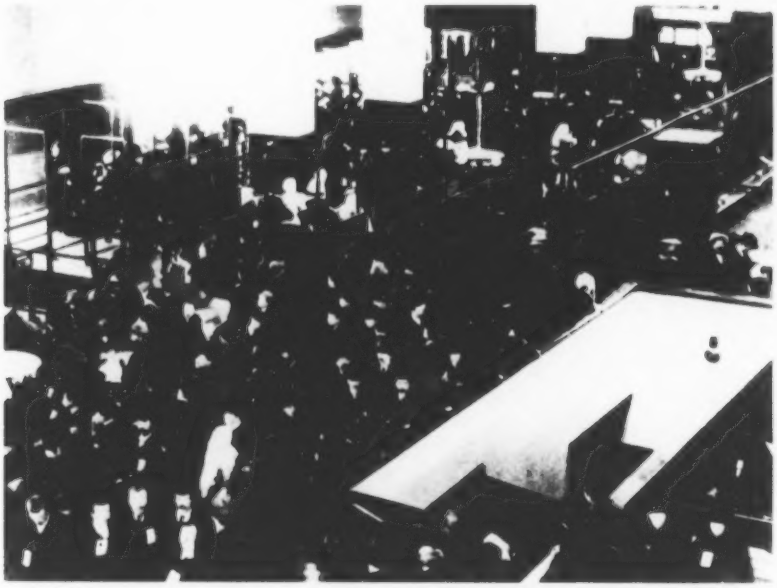
- Personal recollection, 1921

J-6 — Personal Recollection: We Naturally Were in Steerage . . . (1908)

We naturally were in steerage. Everyone had smelly food, and the atmosphere was so thick and dense with smoke and bodily odors that your head itched, and when you went to scratch your head you got lice in your hands.. We had six weeks of that.

- Personal recollection, 1908

J -7 — Photo: The Great Examination Hall, Ellis Island (1940)



Library of Congress

J-8 — Interrogation, Question: Ask Them Why They Came . . . Ellis Island (1908)

Question: Ask them why they came.
Answer: We had to.
Question: What was his business in Russia?
Answer: A tailor.
Question: How much did he earn a week?
Answer: 10 to 12 rubles.
Question: What did his son do?
Answer: He went to school.
Question: Who supported him?
Answer: The father.
Question: What do they expect to do in America?
Answer: Work.
Question: Have they any relatives?
Answer: Yes, a brother.
Question: What does he do?
Answer: He is a tailor.
Question: How much does he earn?
Answer: Twelve dollars a week.
Question: Has he a family?
Answer: Wife and four children.
Question: Ask them whether they are willing to be separated; the father go back and the son to remain here?
Answer: Of course.

– Interrogation at Ellis Island, 1908

J-9 — Personal Recollection : In America, It Was No Disgrace . . . (1910)

In America, it was no disgrace to work at a trade. Workmen and capitalists were equal. The employer addressed the employee as you, not familiarly as thou. The cobbler and the teacher had the same title, "mister" and all the children, boys and girls, Jews and Gentiles, went to school!

– Personal recollections, 1910

J-10 — Photo: Garment Factory, New York City (1912)

Museum of the City of New York. The Byron Collection

J-11 — Personal Recollection: We Worked Here, Very Long Hours . . . (1912)

We worked here, very long hours for very little money. And then, at the same time, I went at night to school. And I met some young people there too. And so we decided that we were going to try and organize ourselves so we can stand up for the whole thing, you see. That's how we started the unions in America.

– Personal recollection, 1912

J-12 — Photo: Hester Street, circa (1910)

National Archives

Cuban Immigrants

CU-1 Newspaper article: Still They Flee (1961)

CU-2 Photo: First Step

CU-3 Personal recollection: People began to be a little more careful to whom they talked...(1961)

CU-4 Personal recollection: My husband and I were both successful in our professions...(1962)

CU-5 Photo: Cuban physicians receive training

CU-6 Photo: Communication

CU-7 Personal recollection: I fled to Miami with my thirteen-year-old daughter...(1963)

CU-8 Photo: Cuban-American neighborhood

CU-9 Personal recollection: If El Caballo (Fidel) tried to help us...(1962)

CU-10 Personal recollection: We had been promised a government controlled by the people...(1962)

CU-11 Photo: Anti-Castro protesters in the U.S.

CU-1 — Newspaper Article: Still They Flee (1961)

STILL THEY FLEE

The world has seen numerous hegiras in the past three decades--flights from religious; racial or political persecution. The flight from Cuba that has been going on for a year differs from the others chiefly in that the procedure is more orderly and the reception is sure. Otherwise it is the same story: uprooted lives for people of all kinds, families scattered and out of touch, desperate efforts toward new beginnings.

The focal point of the influx is Miami and the principal means of travel for the refugees is a once-a-day shuttle plane Pan American flies between Miami and Havana. The flow is closely predictable days in advance because the plane's 110 seats are always full; babies in arms are a variable.

The great majority of the arrivals are Cubans; a few Americans come through as they clear up their affairs in Cuba. Until the United States broke off relations with Havana, the Cubans had to get visas before they could board a plane. But now a by-pass allows them (if they have relatives here) to embark and to get their visas in Miami. Cuba lets them out (after screening) for two reasons: they leave behind property which goes to the state or as dissidents with limited skills they are considered a drag on the regime.

- Newspaper article, 1961

CU-2 — Photo: First Step

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CU-3 — Personal Recollection: People Began to Be a Little More Careful to Whom They Talked . . . (1961)

People began to be a little more careful to whom they talked and what they said and when they said it. In other words, there was not much freedom in social intercourse. Already by then there were very strong indications that if you were not pro-government, pro the rebel, you were against them. And people were beginning to be afraid. Also, at that time people were beginning to be arrested, cars were being searched for no apparent reason or not very obvious ones. I felt how could we have been so stupid just to take for granted that what Fidel was saying was what he was going to do.

- Personal recollection, 1961

CU-4 — Personal Recollection: My Husband and I Were Both Successful in Our Professions . . . (1962)

My husband and I were both successful in our professions and we were optimistic about the future when the political situation in Cuba began to deteriorate. In 1959 Fidel Castro came to power, and we all thought that things were going to improve. A few months later we became disillusioned with Castro's policies and his remarks when he declared himself a Communist.

Life in Cuba became increasingly unpleasant and finally dangerous. Following the disastrous Bay of Pigs invasion, the revolutionary government retaliated by executing and incarcerating tens of thousands of people. Private property, including schools, was confiscated. I was constantly subject to harassment and humiliation, so we decided to emigrate.

- Personal recollection, 1962

CU-5 — Photo: Cuban Physicians Receive Training

Reprinted by permission of Time, Inc.

Cuban physicians receive training in U.S. medical practices at the University of Miami.
1961

CU-6 — Photo: Communication

Reprinted by permission

COMMUNICATION - In a public school in the Miami area, youngsters attend special classes in English. Courses for adults are also taught. 1961

CU-7 — Personal Recollection: I Fled to Miami with my Thirteen-Year-Old Daughter . . . (1963)

I fled to Miami with my thirteen-year-old daughter, leaving behind my husband, an abandoned career, and all our possessions. When I came I had not a penny. They don't let us bring not even a penny, nothing. I had just two dresses, but I knew very well that I had to work here so it was not a surprise for me. I was happy because I wanted to take our daughter from the system in Cuba.

The first thing I did in Miami was taking care of little children. This was something very new for me because in Cuba we have no babysitters. In Cuba, all the relatives - the grandmothers and the aunts and the older sisters - take care of the children, but here it is another business. When that was not enough, I started cleaning houses one day a week, and so later one of the ladies wanted me to be a steady maid and I decided to do that. She was paying $35 a week, which I felt was a great deal of money. I needed $400 to bring my husband from Cuba, so I said, "Oh this is great." It was the first time that I started working with a vacuum cleaner ..., the first day that I cleaned all the house, my back was killing me! When I came home I told my daughter, "Please, take my shoes, because I can't move, and today you have to warm some canned soup or something, because I can't cook."

I was adjusting little by little to the work in that home. I cooked the lunch for them and ironed, washed the clothes and everything. I was real happy with that job, very, very happy. Yes, I was a lawyer, a judge, in Cuba, but here I couldn't do that and so I was very fortunate that I could work and earn money. I have no hard feelings. No, I think that God gave me the opportunity to work and earn money, because I always said that I like to earn the money that they pay me. I don't want anything for nothing, and even if I had to work very hard as a maid, I was grateful.

- Personal recollection, 1963

CU-8 — Photo: Cuban-American Neigborhood

Catherine Noren

Cuban-American Neighborhood

CU-9 — Personal Recollection: If El Calballo (Fidel) Tried to Help . . . (1962)

If El Caballo (Fidel) tried to help us, then he failed. He failed because his ideas didn't work out; but he couldn't admit it and kept the idea all the same.

- Personal recollection, 1962

CU-10 — Personal Recollection: We had Been Promised a Government Controlled by the People . . . (1962)

We had been promised a government controlled by the people....We got a government committed to absolute control of the people. I had to get out. This is not easy. It means you are leaving the country you love, the country where you were raised.

- Personal recollection, 1962

1994 NAEP U.S. History Group Assessment

CU-11 — Photo: Anti-Castro Protesters in the U.S.

UPI Bettmann Archive

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Immigrants Tasks and Scoring Guides

The following are copies of the five tasks presented to students who participated in the immigrants project component of the 1994 U.S. history group assessment. After each task is the scoring guide developed to score the written responses to the tasks.

Immigrants

Task 1

List key facts that describe the immigrant experience for each of the three groups.

	Chinese Immigrants	Jewish Immigrants	Cuban Immigrants
When did they come? List one or two decades when many people from this group came to the United States.			
How did they travel to the United States? List the mode of transportation many people from this group used.			
Where did they settle? List the city, state or region in the United States where many people from this group settled.			
What kind of work did people from this group primarily do in their homeland? List some of the kinds of work they did.			
What kind of work did people from this group get when they first came to the United States? List some of the kinds of work they did.			

School Number: _ _ _ _ _ _ _ _ _ _ S1 _ _ _ 3 _ _ _ _ S2 _ _ _ 3 _ _ _ _

Recorder: _ 1 _ _ _ _ 4 _ _ _ _ 1 _ _ _ _ 4 _ _ _ _

2 _ _ _ _ 5 _ _ _ _ 2 _ _ _ _ 5 _ _ _ _

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SCORING GUIDE: IMMIGRANTS TASKS 1.1, 1.2, and 1.3 (PARTS A, B and C)
FINAL

1 - **Correct**
0 - **Incorrect**

Correct responses:

1.1A	1840's, 1850's, 1860's, 1870's, 1880's, 1980's *, 1990's *
1.1B	1890's, 1900's, 1910's, 1940's *
1.1C	1960's, 1980's *
1.2A	[clipper] ship
1.2B	[steam/sailing] ship
1.2C	[air] plane, boat *
1.3A	West [Coast], California, San Francisco, Nevada, Oregon, Washington, Idaho, New York City *
1.3B	Northeast, New York, New York City, Eastern Seaboard, Georgia *
1.3C	Southeast, Florida, Miami, New York City *, New Jersey *
1.4A	farmer, peasant
1.4B	operate [small] businesses, merchants, tailors, farmers, peasants, bakers
1.4C	professionals, judges, doctors, industrial workers
1.5A	railroad workers, small businesses such as groceries or laundries (wash houses), restaurants *
1.5B	garment workers, work in trades
1.5C	maids, babysitters, physicians, operate [small] businesses such as restaurants

* Not in our materials but true

Immigrants

Task 2

Why did each immigrant group leave their homeland and come to the United States? Give reasons why each group immigrated.

Chinese Immigrants: _____

_____

_____

_____

_____

_____

Jewish Immigrants: _____

_____

_____

_____

_____

_____

Cuban Immigrants: _____

_____

_____

_____

_____

_____

1 2 3

School Number: _ _ _ _ _ _ _ S1 _ _ _

Recorder: _ S2 _ _ _

34

SCORING GUIDE: IMMIGRANTS TASKS 2.1, 2.2, and 2.3

2 - **Complete**. The response identifies more than one reason why the group came to the United States that is stated in or may be inferred from the materials.

1 - **Partial**. The response identifies one reason why the group came to the United States that is stated in or may be inferred from the materials.

0 - **Inadequate**. The response does not identify any reason why the group came to the United States.

Credited responses may include:

2.1 Chinese
- Political unrest in China
- Empire falling apart
- Flood ruined the farming
- Starvation
- Farmers moved to the cities and there weren't enough jobs in the cities
- Recruited by railroads/middlemen
- To join family members already in U.S. *

2.2 Jews
- Political unrest
- Expelled, forced out
- Not enough jobs in free cities
- Wanted to get a fresh start
- Poverty
- Wanted religious freedom, feared pogroms, feared persecution
- To join family members already in U.S.

2.3 Cubans
- To flee communism, Castro, Castro's government, government control
- Fear, harassment, humiliation
- Difficult for anyone not pro-government
- Economic opportunities abroad were attractive
- To join family members already in U.S.

* Not in our materials but true

Immigrants

Task 3

Even though these three immigrant groups came from different countries at different times, they faced some common experiences once they arrived in the United States. Describe three common experiences shared by many people in the three immigrant groups that played an important role in shaping their immigrant experiences.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

1

School Number: _ _ _ _ _ _ _ S1

Recorder: _ S2

SCORING GUIDE: IMMIGRANTS TASK 3

3 - **Complete**. Responses accurately identify three important experiences in the U.S. that the three groups share.

2 - **Partial**. Responses accurately identify two important experiences in the U.S. that the three groups share. Other experiences, if present, are not common to all three groups, are common experiences from homeland, or may be accurate but trivial.

1 - **Minimal**. Responses accurately identify one important experience in the U.S. that the three groups share. Other experiences, if present, are not common to all three groups, are common experiences from homeland, or may be accurate but trivial.

0 - **Inappropriate**. Responses do not accurately identify any common experiences.

Credited responses may include:

- Underwent some initial processing to enter United States
- Faced prejudice
- Generally took low paying jobs
- Had to learn language and culture
- Moved into ethnic ghettos
- Tried to maintain own culture
- Ended up predominantly into cities
- Dreamed of returning home *

Note: Anything about homeland or journey over is not acceptable.

* Not in our materials but true

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Immigrants

Task 4

What was unique about the immigrant experience of each of these three groups? For each group, describe one important aspect of their experience in the United States that was different from the other two groups.

Chinese Immigrants: _____

_____

_____

_____

_____

Jewish Immigrants: _____

_____

_____

_____

_____

Cuban Immigrants: _____

_____

_____

_____

_____

1 2 3

School Number: _ _ _ _ _ _ _ _ _ S1 _ _ _

Recorder: _ S1: _ _ S2: _ _ S2 _ _ _

SCORING GUIDE: IMMIGRANTS TASKS 4.1, 4.2, AND 4.3

2 - **Complete.** Response accurately identifies at least one unique aspect of a group's experience in the United States that represents a significant aspect of the group's immigrant experiences. A response that is accurate but a trivial detail is not considered to be a complete response.

1 - **Partial**. Response accurately identifies at least one unique aspect of a group's experience in the United States but the aspect(s) chosen is/are less significant.

0 - **Inadequate**. Responses do not accurately identify any unique aspects of a group's experience in the United States.

Significant aspects may include:

4.1 Chinese
- Worked to pay off expenses, indentured
- Overwhelming majority who came were men; women banned
- Worked on railroads
- Were ultimately banned from coming to the United States, exclusion act
- Wanted to stay in the U.S. only as long as necessary *

4.2 Jews
- Came mostly through Ellis Island
- Came with others from many countries
- Worked in garment industry
- Started unions
- Less likely to dream of going home *
- Planned to settle in the U.S. *

4.3 Cuban
- Many who came were professionals
- Received good services relative to other immigrant groups
- Received active governmental support
- Were politically conservative *
- Wanted to stay in the U.S. only as long as necessary *

* Not in materials but true

Immigrants

Task 5

The materials in the envelopes provide some samples of different kinds of evidence about the experiences of the three groups of immigrants. Some of the important types of evidence are: 1) photographs, 2) legal documents, 3) speeches, 4) newspaper and magazine articles, 5) oral and written personal accounts. Pick three different types of evidence provided in the envelopes. For each one, describe the advantages and disadvantages of using that kind of evidence to get a complete and accurate picture of the immigrant experience.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

1 2 3

School Number: _ _ _ _ _ _ _ S1 _ _ _

Recorder: _ S2 _ _ _

SCORING GUIDE: IMMIGRANTS TASK 5.1, 5.2, AND 5.3

2 - **Complete**. The response identifies at least one reasonable advantage and one reasonable disadvantage for a type of evidence.

1 **Partial**. The response identifies at least one reasonable advantage or one reasonable disadvantage for a type of evidence. Other descriptions of advantages and/or disadvantages, if present, are not reasonable.

0 - **Inadequate**. The response does not identify any reasonable advantage or disadvantage for any type of evidence.

Credited responses may include:

Photographs

- Advantages: show what things look like, show expressions on people's faces, show how people lived, reveal details
- Disadvantages: represent only one place and time, may just show one point of view, may be posed or falsified.

Legal documents

- Advantages: clarify factual issues, show what people at the time thought important
- Disadvantages: Don't show the discussion or debate that might surround document, formal language may be difficult to interpret or hide real meaning, many times legal documents are meaningless in practical terms

Speeches

- Advantages: show the types of arguments that were used during an historical period, can reveal attitudes
- Disadvantages: takes a particular side of an issue, biased, usually for public consumption

Newspaper and magazine articles

- Advantages: detailed, written when events occurred, can be useful record of fact, can reveal attitudes
- Disadvantages: may only tell one side or part of the story, may reflect bias or orientation of publisher, written before there is time for reflection

Oral and written personal accounts

- Advantages: first hand, detailed information, show what people thought and felt
- Disadvantages: just one point of view, subjective, sometimes written long after events (reminiscences)

Sample Responses

The following are sample group responses to the five immigrants tasks. The score each response received is located in the upper right-hand corner.

Scores

1.1 A = 2	1.3 A = 3
1.1 B = 2	1.3 B = 2
1.1 C = 2	1.3 C = 2
1.2 A = 2	1.4 A = 2
1.2 B = 2	1.4 B = 2
1.2 C = 2	1.4 C = 2
	1.5 A = 2
	1.5 B = 2
	1.5 C = 2

Immigrants

Task 1

List key facts that describe the immigrant experience for each of the three groups

	Chinese Immigrants	Jewish Immigrants	Cuban Immigrants
When did they come? List one or two decades when many people from this group came to the United States	1850 - 1860	1880 - 1904	the 1960s
How did they travel to the United States? List the mode of transportation many people from this group used	boats, ships	steam ships	Air planes
Where did they settle? List the city, state or region in the United States where many people from this group settled	San Francisco	New York	Miami
What kind of work did people from this group primarily do in their homeland? List some of the kinds of work they did	farmers	tailor, markets	lawyer, judge
What kind of work did people from this group get when they first came to the United States? List some of the kinds of work they did	railroads merchants	factors tailors	baby sitting, house cleaning

School Number 5 4 1 2 3 4 1 S1 A P 3 2 2 2 S2 N M 3 2 2 2

Recorder 6 1 2 2 2 4 2 2 2 1 2 2 2 4 2 2 2

2 2 2 2 5 2 2 2 2 2 2 2 5 2 2

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1994 NAEP U.S. History Grade Twelve

Scores

1.1 A = 2	1.3 A = 3
1.1 B = 2	1.3 B = 2
1.1 C = 2	1.3 C = 2
1.2 A = 2	1.4 A = 2
1.2 B = 2	1.4 B = 2
1.2 C = 2	1.4 C = 2
	1.5 A = 2
	1.5 B = 2
	1.5 C = 2

Immigrants

Task 1

List key facts that describe the immigrant experience for each of the three groups

	Chinese Immigrants	Jewish Immigrants	Cuban Immigrants
When did they come? List one or two decades when many people from this group came to the United States	1850 and 1860 because the were flood out in 1850 and came for work a the rain road in 1860.	They came because of education and work 1900s	1960 freedom & democracy
How did they travel to the United States? List the mode of transportation many people from this group used	Chinese used a ship called the clipper	by ships also	by ships too
Where did they settle? List the city, state or region in the United States where many people from this group settled	sanfransico, California	New York City	Miami Florida
What kind of work did people from this group primarily do in their homeland? List some of the kinds of work they did	Forming	tailors, farmers & trading	
What kind of work did people from this group get when they first came to the United States? List some of the kinds of work they did			

School Number 459 231 1

Recorder 234

S1 AP 3222 S2 NM 322

1222 4220 1222 422

2222 5000 2222 500

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Scores

2.1 = 3
2.2 = 3
2.3 = 2

Immigrants

Task 2

Why did each immigrant group leave their homeland and come to the United States? Give reasons why each group immigrated.

Chinese Immigrants: Because they needed work, and everything was destroyed by the floods. Then they came because there was good work on the railroads

Jewish Immigrants: They left because they couldn't regain their businesses because of Anti-Semetic movements by government officials to clear forbidden cities of Jews.

Cuban Immigrants: Because they had been promised a government controlled by the people. The Cubans got a government committed to absolute control of the people.

School Number: 4 5 9 2 3 1 1

Recorder: 5

	1	2	3
S1	3	3	2
RS2	3	3	2

Scores

2.1 = 3
2.2 = 2
2.3 = 2

Immigrants

Task 2

Why did each immigrant group leave their homeland and come to the United States? Give reasons why each group immigrated.

Chinese Immigrants: Natural desastors occured in China resulting in the killing of crops and animals. Therefore they needed money and jobs. There were no jobs available in their home town so they immigrated to the new world for work.

Jewish Immigrants: They came to America for work here the capitalists and workman were treated as equals. There was no disgrace to work for trade.

Cuban Immigrants: They wanted a goverment controlled by the people But when Fidel Castro came to power he tried to take over everything.

School Number: _ _ _ _ _ _ _ _ _

Recorder: _

	1	2	3
S1	_	_	_
S2	_	_	_

Score 4

Immigrants

Task 3

Even though these three immigrant groups came from different countries at different times, they faced some common experiences once they arrived in the United States. Describe three common experiences shared by many people in the three immigrant groups that played an important role in shaping their immigrant experiences.

1 All three groups faced low paying jobs as they came to America.

2 By traveling to a diffrent country it caused confussion from the diffrent languages, cultures, and over crowding

3 These new comers faced harassmen from places they lived and wacked

School Number: 4 5 9 2 3 1 1

Recorder: 2

S1 1

SL S2 4

Score = 4

Immigrants

Task 3

Even though these three immigrant groups came from different countries at different times, they faced some common experiences once they arrived in the United States. Describe three common experiences shared by many people in the three immigrant groups that played an important role in shaping their immigrant experiences.

1. They were living in poor communities most of them were not aloud to leave. Bad treatment outside of communities

2. they had hard jobs no one wanted. Plus they diarly get paid what they earned. They were to tired to spend time with family after working.

3. They had the hardship of leaving family and things behind.

School Number: 5 4 1 2 3 4 1

Recorder: 4

S1 1

S2 4

Scores

4.1	2
4.2	3
4.3	3

Immigrants

Task 4

What was unique about the immigrant experience of each of these three groups? For each group, describe one important aspect of their experience in the United States that was different from the other two groups.

Chinese Immigrants: The completion of the Central Pacific Railroad.

Jewish Immigrants: They started unions in America.

Cuban Immigrants: Most had to work realy hard, and yet some were succesful. Cuban physicians recieved training in U.S. medical practices at the University of Miami

School Number: 4 5 9 2 3 1 1

Recorder: 366 S1 _ _ S2 _ _ _

	1	2	3
S1	_	_	_
S2	2	3	3

NM

(3)

Scores

4.1	3
4.2	1
4.3	3

Immigrants

Task 4

What was unique about the immigrant experience of each of these three groups? For each group, describe one important aspect of their experience in the United States that was different from the other two groups.

Chinese Immigrants: They were stoned if they walked down the street or if seen. People were banned from immigrating to United States.

Jewish Immigrants: They had a hard time working again in U.S. They did not understand other peoples languages

Cuban Immigrants: They immigrated because of government and they were still protesting against the Cuban government leader - Castro.

School Number: 5 4 1 2 3 4 1

Recorder: 5 S1 _ _ S2 _ _ _

	1	2	3
S1	_	_	_
AP. S2	3	1	3

Scores

5.1 = 3
5.2 = 3
5.3 = 2

Immigrants

Task 5

The materials in the envelopes provide some samples of different kinds of evidence about the experiences of the three groups of immigrants. Some of the important types of evidence are: 1) photographs, 2) legal documents, 3) speeches, 4) newspaper and magazine articles, 5) oral and written personal accounts. Pick three different types of evidence provided in the envelopes. For each one, describe the advantages and disadvantages of using that kind of evidence to get a complete and accurate picture of the immigrant experience.

1. Photos- it shows you what every thing looks like. They don't shaw you how the people felt.

2. personal- it tells you there naidships & there individual experiances. It doesn't state everything and you had to it only related to a couple of people.

3. speeches- it shows one side They got to express how they felt.

School Number: 5 4 1 2 3 4 1

Recorder: 4 _

	1	2	3
NBS1	3	3	2
S2	_	_	_

Scores

5.1 = 2
5.2 = 3
5.3 = 3

Immigrants

Task 5

The materials in the envelopes provide some samples of different kinds of evidence about the experiences of the three groups of immigrants. Some of the important types of evidence are: 1) photographs, 2) legal documents, 3) speeches, 4) newspaper and magazine articles, 5) oral and written personal accounts. Pick three different types of evidence provided in the envelopes. For each one, describe the advantages and disadvantages of using that kind of evidence to get a complete and accurate picture of the immigrant experience.

1. Personal recollection - The advantage would be that the person was their but the disadvantage would be the person could be lying about what they were saying

2. Pictures - The advantage of a picture shows what it was realy like Disadvantage would be they destorted the picture.

3. Newspaper Articles - The advantage would be it would tell the news of curant events and World issues. The disadvantage would be it might be bias to one side of an issue then the other.

School Number: 4 5 9 2 3 1 1

Recorder: 1, 3

	1	2	3
S1	_	_	_
S2	3	3	3

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APPENDIX B

1890's School Project

This appendix contains copies of the various materials used in administering the 1890's school tasks, as well as the tasks themselves and sample responses. Specifically, the following sections present:

- the Administration Script which assessment administrators read to each group of students that received the 1890's school tasks;
- the Group Communication Ratings Sheet used by administrators to rate each group's live performance;
- a questionnaire used to gather contextual information from assessed students;
- the historical materials given to the student groups who participated in this project;
- the five 1890's school tasks and the scoring guides for these tasks; and
- sample responses to the tasks.

Each section of this appendix begins with a brief description of the material that follows.

Administration Script and Related Materials

Administration Script

The first item in this section is the Administration Script that assessment administrators read to each group of students participating in the 1890's school project. The script summarized the purpose of the study, noted that the group's work would be videotaped, explained the nature of the project, introduced the materials to be distributed, and described the five tasks to be performed. The script also specified the length of time to be provided for each task and guided administrators in distributing and collecting the assessment materials from students.

Group Communication Ratings Sheet

The second item in this section is the ratings sheet used by administrators to evaluate the work of each group of students participating in the 1890's school project. The form provided criteria for evaluating group participation (i.e., full, moderate, limited), process (i.e., facilitative, adequate, unproductive), and content (i.e., extended, minimal, limited). Administrators used these criteria to rate group work for each of the five 1890's school tasks.

1890's School Reaction Sheet

The third item in this section is a questionnaire given to students at the end of the group assessment session. The questionnaire asked students whether they had previously studied about the lives of people during the 1800's, whether they had ever visisted a museum that showed what an old school was like, and whether they had seen a television show about a young woman who taught in a rural one-room school. It also asked students about their experience working in groups at school and their perceptions of the group work in which they had just participated.

Administration Scripts

Below are copies of the Administration script for the 1890's school task. Administrators were trained to read these scripts in front of the groups being assessed. They describe the purpose of the study, the materials to be handed out to students, and the various tasks which the groups were asked to perform. Also included below is the Group Communication Ratings Sheet, which administrators used to rate the live performances of the groups, and the 1890's School Reaction Sheet, a questionnaire students were asked to fill out regarding the 1890's school tasks.

ADMINISTRATION SCRIPT: 1890'S SCHOOL Final

Introduction

You have been asked to participate in a government study of how much young people know and can do in the area of United States history. This is a project in which you will work together as a group to solve a set of historical problems. All the work will be done by the group; what you do as individuals will not be scored. The group scores will not be given to your teachers and they will not count toward your grades in school. The project will take about one hour to complete.

We will be videotaping the work of the group. It is not important for you to look at the camera while you do your work. However, it would be helpful if you speak clearly and loudly so we have a record of your discussion. We will not keep a record of your names and the videotape will remain confidential.

Do you have any questions before we begin the project? [*Answer students' questions.*]

Background

When historians want to learn about the everyday life of people living in a particular place and time, they often examine written records, photographs, and objects that people from that period may have collected in the course of their normal work and home life. In this project you will be doing the work of historians who are trying to learn about what school was like in Jewell, Iowa in the 1890's.

Materials

To do this project we are providing you with a box of mementos that were saved by a woman who taught school in Jewell, Iowa, in the 1890's. The box, with its contents, was discovered in an old building in Iowa that was being renovated. Some of the original books and papers were fragile and crumbling with age. These have been replaced with copies so you can handle them. First I will give you time to examine the materials in the box. Then I will ask you to work as a group to complete a series of five tasks to see what you can learn from the items. [*Put box on table.*]

Exploration

Take the materials out of the box. You may have eight minutes to examine the material from the box. You will be able to use these materials throughout the project. Please do not write on any of the materials. I will give you scratch paper and pencils in case you want to make any notes. [*Put scratch paper and pencils on table. Give students 8 minutes to examine the materials.*]

[*If students stop working before time is called say:* If you are finished I will have you move on to the first task. *Pause.*]

[*If students are still working when time is called say:* Eight minutes are up. *Pause.*]

Task 1

Now I want you to work together as a group to complete a series of five tasks. Keep all of your materials out so you can use them to do the tasks. Help each other come up with the best answer you can for each task. For each task, you will need to select one person to read the task directions out loud and to write your group's answers on the task sheet. Your answers will be scored based on the information and ideas you give, not your spelling or grammar. Be sure to express yourselves as clearly and completely as you can.

One thing that historians do when they are examining historical evidence is to try to come up with a mental picture of what a place looked like. Old photographs are one way to figure out how things looked a long time ago. However, it is also possible to examine written records and objects to get an idea of how places looked. The first task asks you to look through the material from the box and figure out what the school and classroom looked like. Remember, you may look at all of the materials and help each other while you are completing this task. Appoint one group member to read the task directions out loud and write the group's answers on the task sheet. You may take eight minutes to complete this task. Please speak clearly and loudly. [*Remove box. Put Task Sheet 1 on the table. Give students up to 8 minutes to complete Task 1.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 1. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish what you are writing. *Pause. Collect Task Sheet 1. Fill in the number of the student who was the recorder.*]

Task 2

Now I would like you to turn to a second task. Historians also try to figure out what people did in their everyday lives in the past. The second task asks you to use the materials from the box to figure out what kinds of schoolwork students did. You may take eight minutes to complete Task 2. Remember, you may refer to all of the materials and help each other. [*If necessary say*: Please speak clearly and loudly. *Put Task Sheet 2 on the table. Give students up to 8 minutes to complete Task 2.*]

[*If students stop working before time is up say*: If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 2. Fill in the number of the student who was the recorder. If you are using the audiotape, turn off tape recorder, turn over tape, and push the PLAY and REC buttons again.*]

[*If students are still working when time is up say*: Eight minutes are up. Please finish what you are writing. *Pause. Collect Task Sheet 2. Fill in the number of the student who was the recorder. If you are using the audiotape, turn off tape recorder, turn over tape, and push the PLAY and REC buttons again.*]

Task 3

Next you will do the third task. Historians can often describe what places looked like and what people did in the past. However, historians are also interested in what kinds of problems people faced in their everyday lives. If the people did not write specifically about their difficulties, historians have to interpret historical evidence and draw some inferences about what problems they faced. In the third task I would like you to study the materials from the box and make some inferences about what problems the teacher and students faced in school. You may take eight minutes to complete Task 3. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 3 on the table. Give students up to 8 minutes to complete Task 3.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 3. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish what you are writing. *Pause. Collect Task Sheet 3. Fill in the number of the student who was the recorder.*]

Task 4

Here is the fourth task. A common interest of historians is to compare life in the past with life today. In the next task, I would like you to compare the school in Jewell, Iowa in the 1890's with your school today. You may take eight minutes to complete Task 4. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 4 on the table. Give students up to 8 minutes to complete Task 4.*]

[*If students stop working before time is up say:* If you are finished I will have you move on to the next task. *Pause. Collect Task Sheet 4. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish what you are writing. *Pause. Collect Task Sheet 4. Fill in the number of the student who was the recorder.*]

Task 5

I would like you to complete one final task. In this task I would like you to think about what kinds of records or objects about your school you could collect so that historians in the future would be able to figure out what your school was like. You will need to explain why you would choose each thing you list. You may take eight minutes to complete Task 5. [*If necessary say:* Please speak clearly and loudly. *Put Task Sheet 5 on the table. Give students up to 8 minutes to complete Task 5.*]

[*If students stop working before time is up say:* If you are finished I will pick up your last task sheet. *Pause. Collect Task Sheet 5 and any used scratch paper. Fill in the number of the student who was the recorder.*]

[*If students are still working when time is up say:* Eight minutes are up. Please finish what you are writing. *Pause. Collect Task Sheet 5 and any used scratch paper. Fill in the number of the student who was the recorder.*]

Reaction Sheet

Thank you very much for your work on these tasks. Your responses will help us know more about how students work in groups to solve historical problems. Before you go, I would like each of you to take a few minutes to complete a brief questionnaire about your experience working in a group on these history tasks. [*Distribute questionnaires precoded with the student numbers to the appropriate students. Give students as much time as they need to complete the questionnaire. Dismiss them to their classes.*]

- I don't know the answer to your question.
- I can't answer that question. Do the best you can.
- The entire project will take about one hour to complete.
- You may take [*say appropriate number*] minutes to complete this task.
- I want you to move on to the next task, even though you haven't finished this task.
- If you finish the task early, we will move on to the next task.
- You have [*say appropriate number*] minutes left for this task.
- Some of the materials are reproductions of the original materials.
- Please do not write on the materials.
- You may use the scratch materials to write notes.
- Write your answers on the task sheet.
- You do not have to write anything in the blanks at the bottom of the page.
- You may write on the back of the task sheet.
- Assign one person to read the task out loud and write your group's answers.
- Follow the instructions that are printed on the task sheet.
- You do not need to write your answers in complete sentences or paragraphs, but make sure you express yourself clearly.
- You will be scored based on the information and ideas you give, not your spelling or grammar.
- Your scores will be based on the work of the whole group, not on the work of each individual.
- [*For 1890's School Task 5*] Your evidence does not have to be small enough to fit into the metal box I gave you.
- Neither the task sheets nor the videotapes will be shown to anyone in your school.
- We will not be able to show you or give you a copy of the videotape.
- You may keep all of the materials out so you can use them.
- You may show each other or tell each other about any of the materials.
- You may help each other.
- You may use history knowledge you already have.
- Please speak clearly and loudly.
- You did very well.

Group Communication Ratings Sheet: 1890's School

Date: Month Day Year — — — — — — Observer: _____

School Number: — — — — — — — —

Requirements:	TASK 1 Description	TASK 2 Description	TASK 3 Inference	TASK 4 Analysis	TASK 5 Analysis
Participation					
Full	3	3	3	3	3
Moderate	2	2	2	2	2
Limited	1	1	1	1	1
Process					
Facilitative	3	3	3	3	3
Adequate	2	2	2	2	2
Unproductive	1	1	1	1	1
Content					
Extended	3	3	3	3	3
Adequate	2	2	2	2	2
Minimal	1	1	1	1	1

Participation	
Full	Additive contributions (3+) by all
Moderate	Additive contributions (3+) by more than half
Limited	No or unproductive contributions by half
Process	
Facilitative	Procedures, encouragement, brainstorming, evaluation, negotiation, summarizing
Adequate	Organized to get task done
Unproductive	Lack of organization, disruptive
Content	
Extended	Detailed, inferential, analytic, drawn from variety of material, connected, goes beyond materials
Adequate	Meet requirements, drawn from limited materials, repeats materials
Minimal	Disconnected, "talk around task"

1890's School Reaction Sheet

For each question, circle one letter next to the answer that is true for you.

1. Have you ever studied about the everyday lives of people during the 1800's: their home life, the kinds of work they did, how they traveled, the kinds of tools and equipment they used at home and work?

   A A lot
   B Some
   C Not at all

2. Have you ever visited a museum that shows what an old school was like?

   A Yes
   B No

3. Have you ever watched the new television show *Christy* about a young woman who taught in a rural one-room school?

   A Yes
   B No

4. Have you ever been taught methods for working effectively in a group in middle school or junior high school?

   A Yes
   B No

PLEASE CONTINUE ON THE BACK ▸

Student Number: __ School Number: _ _ _ _ _ _ _ _ _

NAEP ID: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

5. How much did you contribute to the work of your group in today's history project?

A A lot
B Some
C A little

6. Did you have a chance to contribute to the work of your group as much as you wanted to?

A Yes
B No

7. How organized was your group in completing the five history tasks?

A Very well organized
B Fairly well organized
C Not very well organized

8. How good were your group's answers to the five history tasks?

A Very good
B Fairly good
C Not very good

9. How well do you feel you could have answered today's history tasks if you had been working by yourself and not with the group?

A Better than the group did
B About the same as the group did
C Not as well as the group did

THANK YOU FOR YOUR COOPERATION.

Materials for 1890's School Tasks

What follows are copies of the historical materials that were given to student groups to use in the 1890's school tasks. A list of the materials precedes the documents themselves.

*Box
*Chalk
*Pen
*Ink bottle
*Slate
*McGuffy's Eclectic Spelling Book
*McGuffy's Sixth Eclectic Reader

S-1 Photo: Class members outside school
S-2 Photo: Inside classroom
S-3 Floor plan of school house
S-4 Grading for primary, intermediate, and grammar
S-5 Schedule beginning with opening exercises
S-6 General Duties of Teachers
S-7 Rules for Teachers
S-8 Teacher's journal (two pages)
S-9 Key to Correct Pen-Holding
S-10 Helen Brown: Penmanship Practice
S-11 Report of Mary Anderson
S-12 Questions for the Seventh Grade
S-13 Certificate of Promotion
S-14 Monthly attendance records
S-15 Duties of Pupils
S-16 Rules for Students
S-17 Photo: Coming to school
S-18 Photo: Outdoor games
S-19 Class Members Outside School
S-20 Our lunches
S-21 Mary Anderson: It is wrong to tell a lie
S-22 Joe Thompson: I will try to be quiet

*Not included in Appendix

S-1 — Photo: Class Members Outside School

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S-2 — Photo: Inside Classroom

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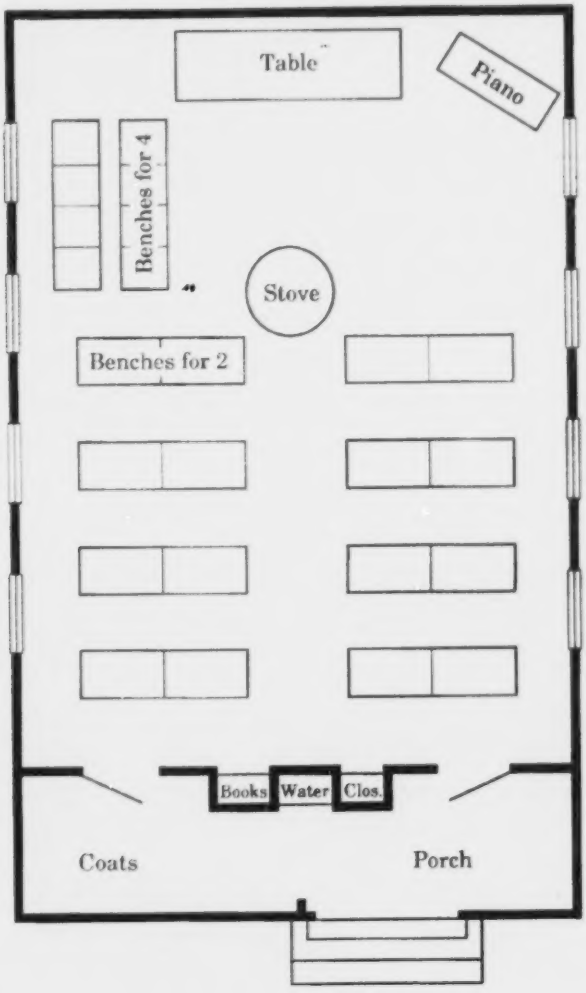
S-2 — Floor Plan of Schoolhouse



Floor Plan of School House

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S-4 — Grading for Primary, Intermediate, and Grammar

Grading

Primary	Intermediate	Grammar
Grade I.	Grade III	Grade VI.
Mary Kafer	Alice Hawyhurst	Edward Lucas
Thomas Harper	Rose Kafer	Frank Kafer
Marjory Simpson	George Brundage	Betsy Jenks
	Hallam Hawyhurst	Andy Starcher
Grade II.	Grade IV.	Grade VII.
Eleanor Jenks	Helen Brown	Alice Barringer
James Dugan	Mary Anderson	Mildred Hawyhurst
Sulvan Kafer	Joe Thompson	George Barringer
Margaret Cartwright	Bill Pennell	George Gilbert
		Ralph Stoots
	Grade V.	Grade VI.
	No pupils	No pupils

S-5 — Schedule Beginning with Opening Exercises

9"-9'0	10	Opening Exercises		
		primary	intermediate	grammar
9'0-9'25	25	Seat Work	Arithmetic	Arithmetic
9'25-10"	25	Numbers on paper or with objects	Arithmetic	Geography
10"-10'25	25	Number-work	Geography	Geography
10'25-10'30	5	Written	rapid	addition
10'30-10'45	15	—— Recess ——		
10'45-11'30	15	Form work - stick laying paper folding etc.	Geography	Geography
11'30-11'40	10	Silent Reading	Geography	Grammar
11'40-11'50	20	Reading	Form work - Map drawing	Grammar
11'50-12'20	30	Excused	Reading	Grammar
12'20-1'35	75	—— Noon ——		
1'35-1'40	5	Poems	Poems	Poems
1'40-1'55	20	Seat Work	Reading	Reading
1'55-2'10	15	Silent Reading	Seat Work	Reading
2'10-2'15	20	Reading	Study	U.S. History or Physiology (Fri)
2'15-2'30	15	Writing - Language	Writing - Language	Writing - Language
2'30-2'45	15	—— Recess ——		U.S. History - Physiology
2'45-3'05	20	Numbers	Silent Reading	
3'05-3'25	20	Reading - Spelling	Spelling	Spelling
3'25-3'40	15	Excused	Spelling	Spelling
3'40-4'00	20		Corrections and	study

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S-6 — General Duties of Teachers

ARTICLE VIII.

GENERAL DUTIES OF TEACHERS.

SEC. 3. *Supervision of Pupils*–It shall be the duty of *all* teachers to exercise a careful supervision over their pupils while in the school rooms and about the school premises, in order to prevent any improper conduct, and report to the Principal the name of any pupil whose influence is such as to injure the reputation of the school; and when necessary to extend their supervision over pupils going to and from school.

S-7 — Rules for Teachers

RULES FOR TEACHERS

1. Teachers each day will fill the lamps, clean chimneys.
2. Men teachers may take one evening each week for courting purposes, or two evenings a week if they go to church regularly.
3. After ten hours in school, the teacher may spend the remaining time reading the Bible or other good books.
4. Women teachers who marry or engage in unseemly conduct will be dismissed.
5. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not be a burden on society.
6. Any teachers who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity, and honesty.
7. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

Teacher's Journal

September 30, 1893
The children have been learning the products of Iowa by bringing in samples. We have feathers from quail and wild turkey, a racoon pelt, a branch of red cedar, and several varieties of corn. We have been pressing wildflowers to make a permanent exhibit.

October 4, 1893
One of my seventh grade girls is pretty sharp; and I have had to hustle to keep her busy and challenged. But now I've found the solution. Two of my fourth graders have been needing more personal help than I've had time to give, so I had Alice start helping them. In return a week, she has become my full-fledged teacher aide during parts of the day. She loves it. So do I, and everyone profits. Of course, she does not get paid, but she's getting a better education.

November 16, 1893
The weather has been so bad, such high winds and icy snow, that I have not sent even the older children out at recess for two weeks. We have so many boys this month and all are getting so restless that I must devise some release for the children. Some of the boys are very nearly as old as I am, so I suppose I will have them cut up the cord of wood that has come. Perhaps we'll move the desks and have indoor games at recess as well.

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S-8 — Teacher's Journal (continued)

January 23, 1894
Ellen Brown's father has asked me to ring the bell at ten till eight so that she will not get so cold waiting for Mrs Pennell and Bill, but if I ring that late, the Rafers will not be on time as they have seven miles to go while the bridge is out. Perhaps we must have two bells.

March 4, 1894
The district has brought me a new Webster's dictionary but we still haven't enough readers. All in the seventh grade have gotten tired of the Eclectic Reader and I have started them memorizing a play that they could perform in June & have been setting arithmetic problems out of the Sears and Roebuck catalogue. A blizzard kept us out of school nearly a week; I was very glad it started at night so I had no decision to make about ringing the bell.

April 13, 1894
Several of our children have been doing very well in the district spelldowns. We have been doing a great deal of drill as they would like to very much win the contest at the end of term. I believe Frank's parents are very surprised that he has done so well, but they shouldn't be. They want him to stop school in two more as they have so much planting to be done, but I hope they'll let him come just for the afternoons.

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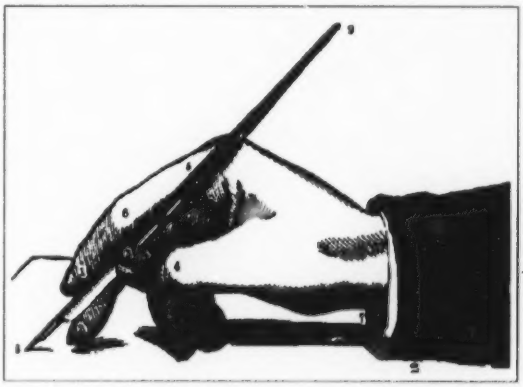
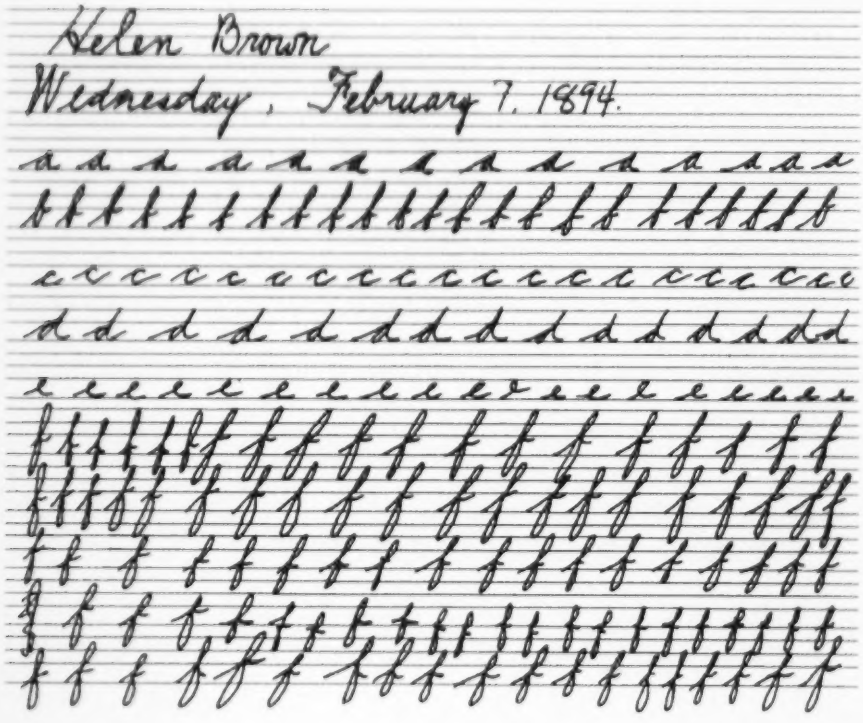
S-9 — Key to Correct Pen Holding

Key to Correct Pen-Holding.

1. Put the *forefinger* flat upon the barrel of the pen-holder.
2. Put the *second finger* nail under the pen-holder.
3. Put the upper corner of the *thumb nail* against the pen-holder, opposite the 1st joint of the forefinger.
4. Bend the joints of the thumb outward.
5. Keep the pen-holder *up* against the side of the forefinger.
6. Keep the forefinger *straightened*.
7. Keep the wrist straight and off the desk or book.
8. Keep both points of the pen on the paper alike.
9. Keep the top of the pen-holder pointing to the right shoulder.
10. Keep the arms and paper in line.



S-10 — Helen Brown: Penmanship Practice



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S-11 — Report of Mary Anderson

Report of Mary Anderson

Fourth Grade. Grove St. School.

For the time included between	No. times Absent	No. times Tardy	Conduct	Reading	Writing	Drawing	Language	Geography	Arithmetic	Spelling	History	Physiology	Average	Parent's Signature.
Sep. and Nov.			bad				87	93	85		78		85 3/8	M. J. Anderson
Nov " Jan.			fair			70	65	97	91		90		84 1/3	M. J. Anderson
"			bad				66	98	90		98		88	M. J. Anderson
"			bad				80		85		95		86 2/3	
"				Average for year									86	
"														

Conduct is marked ex. (excellent) *good, fair, bad.* In scholarship, marks below 70 are poor, and indicate unsatisfactory work.

Helen J Barrett Teacher.

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S-12 — Questions for the Seventh Grade

QUESTIONS FOR THE SEVENTH GRADE.

SPELLING.

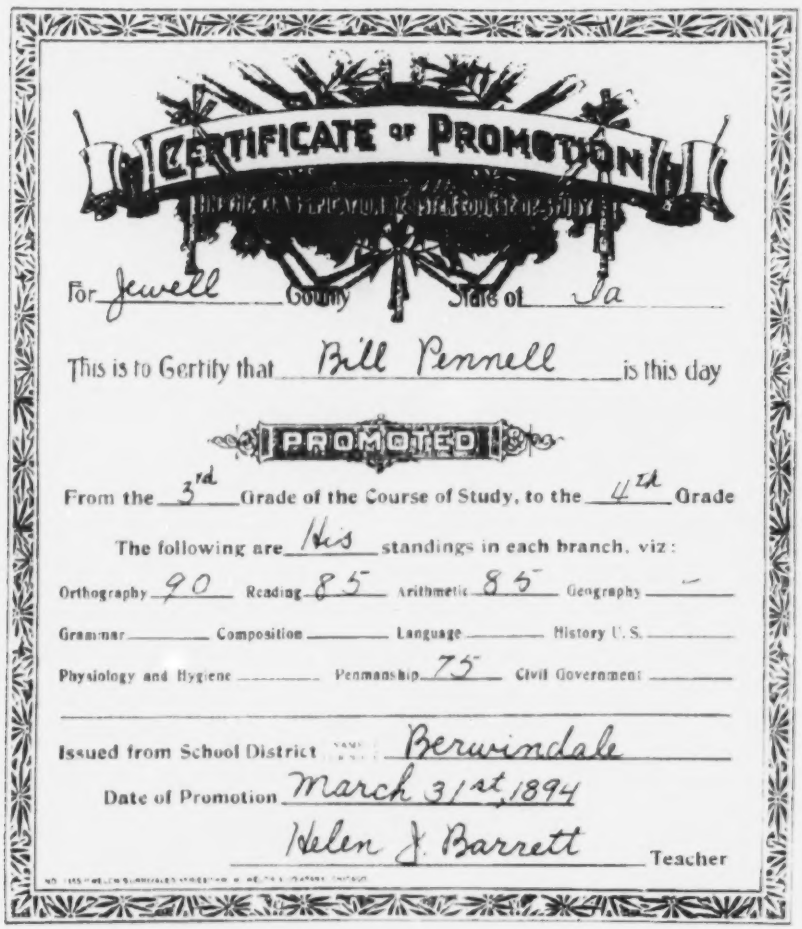
First ten words to be spelled phonically:

1. Necessity.
2. Metallic.
3. Prairie.
4. Avoirdupois.
5. Rebellion.
6. Imperative.
7. Multiple.
8. Revenues.
9. Emigrants.
10. Telegraph.
11. Secession.
12. Rheumatism.
13. California.
14. Synopsis.
15. Comparative.
16. Purchased.
17. Longitude.
18. Commission.
19. Interrogative.
20. Irregular.

ARITHMETIC.

1. How many cubic inches in a block of sandstone 10 feet long, 3 feet wide and $2\frac{1}{3}$ feet thick?
2. Divide $7 by one-half cent.
3. Find the G. C. D., and L. C. M. of 18, 24 and 30.
4. For what purpose do we reduce fractions to a common denominator?
5. How far will a steamboat go in $3\frac{1}{4}$ hours at the rate of $15\frac{3}{4}$ miles per hour?
6. How many apples can you purchase for 20 cts., at the rate of $\frac{3}{5}$ of $\frac{1}{2}$ of 5 cts. apiece?
7. Reduce the $\frac{1}{2}$ of $1\frac{3}{4}$ to a decimal fraction.
8. Divide 1.8 by 23.
9. A grocer sold his butter at $\frac{5}{6}$ of a dollar, which was a gain of 25 per cent. What did he pay for it?
10. A lawyer collected 65 per cent. of a note of $950, and charged $6\frac{1}{4}$ per cent. What was the commission? What amount was paid over?

S-13 — Certificate of Promotion



CERTIFICATE OF PROMOTION

For Jewell County State of Ia

This is to Certify that Bill Pennell is this day

PROMOTED

From the 3rd Grade of the Course of Study, to the 4th Grade

The following are His standings in each branch, viz:

Orthography 90 Reading 85 Arithmetic 85 Geography —

Grammar ____ Composition ____ Language ____ History U. S. ____

Physiology and Hygiene ____ Penmanship 75 Civil Government ____

Issued from School District [illegible] Berwindale

Date of Promotion March 31st 1894

Helen J. Barrett Teacher

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S-14 — Monthly Attendance Records

MONTHS.	Enrolled.	Average attendance.	Absences.	Tardinesses.	Excused absences.	Excused tardinesses.	Not absent.	Not tardy.	Neither absent nor tardy.	Per cent. of attendance.
September	14	9	7	5	7	1	6	10	8	83
October	24	18	27	14	18	3	18	12	7	83
November	35	26	13	14	12	3	19	8	7	82
December	29	27	15	24	25	2	4	15	14	927
January	28	26	16	26	22	1	3	9	8	91.1
February	28	25	16	16	22	0	3	22	18	88.3
March	33	30	12	9	11	0	0	30	19	942
April	31	28	8	10	14	1	1	31	23	895
May	30	22	28	5	14	1	0	29	9	86
June	23	18	14	3	23	0	1	17	14	855
Average	275	229	156	126	168	12	55	183	127	875

S-15 — Duties of Pupils

ARTICLE IX.

DUTIES OF PUPILS.

SECTION 1. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; and must refrain entirely from the use of profane and vulgar language, and be clean and neat in person and clothing.

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S-16 — Rules for Students

RULES FOR STUDENTS

1. Respect your schoolmaster. Obey him and accept his punishments.
2. Do not call your classmates names or fight with them. Love and help each other.
3. Never make noises or disturb your neighbors as they work.
4. Be silent during classes. Do not talk unless it is absolutely necessary.
5. Do not leave your seat without permission.
6. No more than one student at a time may go to the washroom.
7. Wash your feet if they are bare. At the end of the class, wash your hands and face.
8. Bring firewood into the classroom for the stove whenever the teacher tells you to.
9. Go quietly in and out of the classroom.
10. If the master calls your name after class, straighten the benches and tables. Sweep the room, dust, and leave everything tidy.

S-17 — Photo: Coming to School

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S-18 — Photo: Outdoor Games

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S-19 — Class Members Outside School

Our Activities

We play a number of diffrent games at recess. The most popular ones are. Fox and Geese, Crack the Whip. Steal the Bacon. Drop Handkerchief. Pom-Pom Pull Away. Hop. Skip, and Skip, and Jump. Every Friday we have a Spelling Bee. For Dramatics we have Readings and skits. In the Spring time we have a Field Meet where we have a pole Vault. Baseball Throw. Runing High Jump and many other Games. The fastest swimmer receives a watermelon

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S-20 — Our Lunches

Our Lunches

We carry our lunches to school in a metal molasses bucket with a tight lid to kep the ants out. For lunch we have cold meat sandwiches (sausage, tenderloin, ham, bacon), egg sandwiches, cake, and an apple in season. Also cookies, and bread and jelly. In pretty weather we eat outside and in bad weather we have to stay inside to eat. We do not usually trade food as our parents ~~warnd~~ warned us not to do it. A dog from nearby usually comes at lunch time to eat the scraps.

S-21 — Mary Anderson: It is Wrong to Tell a Lie

Mary Anderson
Monday. January 18. 1894
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.
It is wrong to tell a lie.

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S-22 — Joe Thompson: I Will Try to Be Quiet

Joe Thompson
~~Monday~~ Friday. February 17, 1894
I will try to quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.
I will try to be quiet.

1890's School Tasks and Scoring Guides

The following are copies of the five tasks presented to students who participated in the 1890's school project component of the 1994 U.S. history group assessment. After each task is the scoring guide developed to score the written responses to the tasks.

1890's School

Task 1

Using the materials in the box to help you, write a detailed description of what the schoolhouse and classroom looked like.

School Number: _ _ _ _ _ _ _ _ _ _ S1: _ _ S1 _ _

SCORING GUIDE: 1890'S SCHOOL TASK 1 -- FINAL

2 - **Complete**. The response provides a description of the schoolhouse and/or classroom that is based on the materials. The description must elaborate on the details or put various elements in relation to each other, but it may omit significant aspects of the appearance or may contain minor inaccuracies. It must be supportable from the materials or historical knowledge (must not be contradicted by materials).

1 - **Partial**. The response offers some accurate details about the appearance of the school but does not elaborate or show relationships among the elements. The response may be in the form of a list.

0 **Inadequate**. The response does not show an understanding of the appearance of the schoolhouse or the classroom.

Credited responses may include:

- Wooden building
- [Broken] windows
- One room
- Students sit on benches or desks
- Blackboard in front of room
- Piano or organ in room
- Light from windows or from kerosene or oil lamps
- Wood burning stove
- Instructive mottos on wall
- Bell
- Closet, coats, porch
- Rural setting

1890's School

Task 2

What kinds of schoolwork did the students do? List three subjects they studied in school. For each one, give some details about the students' schoolwork, for example, the types of books they had, the materials they used, or assignments they did.

1. _____

_____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

_____

_____

	1	2	3
School Number: _ _ _ _ _ _ _	S1	_	_ _
Recorder: _	S2	_	_ _

SCORING GUIDE: 1890'S SCHOOL TASK 2

3 - **Complete**. The response lists three subjects mentioned in the materials and provides at least one detail drawn from the materials about each one.

2 - **Partial**. The response lists two subjects mentioned in the materials and provides at least one detail drawn from the materials about each one.

1 - **Minimal**. The response lists one subject mentioned in the materials and provides a least one detail about each. Alternately, the response simply lists one or more subjects without any details.

0 - **Inadequate**. The response does not show an understanding of the work students did, or shows anachronistic thinking.

Credited responses may include:

- Arithmetic/Numbers/Mathematics: volume, common demonstrators and multiples, fractions, decimals, distance and money problems, division, Sears Roebuck catalogue, slate and chalk
- Geography: map and products of Iowa
- Dramatics: readings, skits
- Handwriting/penmanship/writing: pen holding, practice writing, instructions for holding pen, pen and ink
- Reading/poems/silent reading: elocution articulation, information, accent and emphasis, reading verse, voice, gesture, poems, stories, plays/readings/skits, McGuffy reader
- Spelling/orthography: alphabet, words, sounds (pronunciation), definitions, abbreviations, spelling bee or spelldown, drills, phonics, McGuffy speller, dictionary

Other subjects may include the following but no materials are provided for descriptions:

- Civil government
- Composition
- Drawing
- Form work
- Grammar
- Language
- Physiology/hygiene
- Seat work
- U.S. History/history
- Writing

Task 3

What kinds of problems did the teacher face in school? Give three examples of problems she might have had based on what you learned from the materials.

1. _____

_____

2. _____

_____

3. _____

_____

What kinds of problems did the students face in school? Give three examples of problems the students might have had based on what you learned from the materials.

1. _____

_____

2. _____

_____

3. _____

_____

SCORING GUIDE: 1890'S SCHOOL TASK 3.1

3 - **Complete**. The response identifies three problems that the teacher faced that are stated in or may be inferred from the materials.

2 - **Partial**. The response identifies two problems that the teacher faced that are stated in or may be inferred from the materials.

1 - **Minimal**. The response identifies one problem that the teacher faced that are stated in or may be inferred from the materials.

0 - **Inadequate**. The response does not identify any problems faced by the teacher.

Credited responses may include:

- Teaching all subjects, keeping all students occupied
- Teaching students in many grades
- All students in one classroom, noisy
- Students needing individual help
- Students not behaving, tardy, absent
- Students absent during harvest
- Not enough instructional materials
- Strict rules
- Bad weather
- Needing to bring water, coal, wood; other maintenance work
- Teachers (female) not allowed to marry
- Low pay
- No pension
- Had to be role model

SCORING GUIDE: 1890'S SCHOOL TASK 3.2

3 - **Complete**. The response identifies three problems that the students faced that are stated in or may be inferred from the materials.

2 - **Partial**. The response identifies two problems that the students faced that are stated in or may be inferred from the materials.

1 - **Minimal**. The response identifies one problem the students faced that are stated or may be inferred from the materials.

0 - **Inadequate**. The response does not identify any problems faced by the students.

Credited responses may include:

- Hard to get to school
- Long school day
- Only one teacher for so many grades
- Not enough individual attention from teacher
- All students in one classroom, noisy
- Not enough instructional materials
- Have to take care of classroom
- Strict rules
- Bad weather
- Can't go to school during harvest/planting seasons

1890's School

Task 4

How have schools changed since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was <u>different</u> from your school today that show how schools have changed.

1. _____

_____

2. _____

_____

3. _____

_____

How have schools stayed the same since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was <u>like</u> your school today that show how schools have stayed the same since the last century.

1. _____

_____

2. _____

_____

3. _____

_____

		1	2
School Number: _ _ _ _ _ _ _	S1	_	_
Recorder: _	S2	_	_

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SCORING GUIDE: 1890'S SCHOOL TASK 4.1

3 - **Compiete**. The response gives three differences between the Jewell, Iowa school and our own school that show how schools have changed. Description of Iowa school must be correct, i.e., verifiable from the materials.

2 - **Partial**. The response gives two differences between the two schools that show how school have changed. Description of Iowa school must be correct. Other explanations, if present, are incorrect or do not show how schools have changed.

1 - **Minimal**. The response gives one difference between the two schools that shows how schools have changed. Description of Iowa school must be correct. Other explanations, if present, are incorrect or do not show how schools have changed.

0 - **Inadequate**. The response does not correctly identify any differences between the Jewell, Iowa, school and own school.

Credited responses may include:

- Our school has many teachers, specialized teachers
- Our school is bigger, has more students, has more grades
- Students are broken into age-based groups
- Our school has many more books and other materials
- Our school teaches other subjects, science, computers, etc.
- Our school doesn't teach some subjects, penmanship
- Our school has a shorter school day, more varied schedule
- In our school students who live far away come by bus
- Our school has electricity, running water, indoor toilets, central/gas/electric/oil heating
- Rules for students and teachers are less strict
- Our teachers are both men and women, women allowed to marry, teachers have pensions, teachers earn more money
- Students don't stay out of school for harvest/planting seasons (note that in some regions students still miss school for this reason)
- Students play different games
- Students have different problems today (drugs, guns, etc.)

SCORING GUIDE: 1890'S SCHOOL TASK 4.2

3 - **Complete**. The response gives three ways in which the Jewell, Iowa, school is similar to own school that show how schools have stayed the same. Descriptions of Iowa schools must be correct, i.e., verifiable from the materials.

2 - **Partial**. The response gives two similarities between the two schools that show how schools have stayed the same. Descriptions of Iowa school must be correct. Other explanations, if present, are incorrect or do not show how schools have changed.

1 - **Minimal**. The response gives one similarity between the two schools that show how schools have stayed the same. Descriptions of Iowa school must be correct. Other explanations, if present, are incorrect or do not show how schools have changed.

0 - **Inadequate**. The response does not correctly identify any similarities between the Jewell, Iowa, school and own school.

Credited responses may include:

- The schools teach the same main subjects, arithmetic, reading, writing, spelling, language, (U.S.) history, geography
- The schools and classes have class lists, schedules, report cards
- Schools are still overcrowded
- The schools have rules, students cause trouble, bad students are sent to the principal
- Students play similar games at recess
- Teachers face shortages of instructional materials
- Still have schedules, report cards, recess, etc.

1890's School

Task 5

The materials in the box are evidence that gave you information about a school in the past. What kinds of evidence about your school would you collect to help historians of the future understand what schools are like now? Make a list of six pieces of evidence you would collect and briefly explain why you would choose each one.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

School Number: _ _ _ _ _ _ _ _ _

Recorder: _

1

S1 _

S2 _

SCORING GUIDE: 1890'S SCHOOL TASK 5

4 - **Complete**. The response lists six pieces of evidence that would be useful to a historian and for each one gives explanations for the inclusion that fit the evidence chosen.

3 - **Essential**. The response lists five or six pieces of evidence that would be useful to a historian and for at least five gives an explanation for inclusion that fit the evidence chosen.

2 - **Partial**. The response lists at least three pieces of evidence that would be useful to a historian and for at least three gives an explanation for the inclusion that fit the evidence chosen.

1 - **Minimal**. The response lists at least one piece of evidence that would be useful to a historian and for at least one gives an explanation for the inclusion that fit the evidence chosen. Alternatively, the response merely lists pieces of evidence (as many as six) but does not provide any explanations for inclusion.

0 - **Inadequate**. The response does not identify any evidence that would help a future historian.

Credited responses may include:

- Videotape or picture of school and students: to show size, number of students, dress
- Videotape or picture of library, computer lab, science labs: to show technology used in schools
- School calendar, teacher's class list, report card: to show schedule and means of reporting
- List of courses: to show what's taught, choices
- Textbooks: to show what is studied
- Samples of student work: to show students' interests, abilities, type of work assigned
- Journals or diaries
- Picture or videotape of students coming to school in bus, cars or walking; in cafeteria; playing outside: to show everyday school activities and what students wear
- Yearbook: to give a general view of student life, clubs, sports, etc.
- Programs, tapes or pictures from special events (plays, festivals, games, etc.): to show student interests

Sample Responses

The following are sample group responses to the five tasks. The score each response received is located in the upper right-hand corner.

Score = 3

1890's School

Task 1

Using the materials in the box to help you, write a detailed description of what the schoolhouse and classroom looked like.

The classroom was divided into three sections for the children: primary (grades 1 and 2), intermediate (grades 3, 4, and 5) and grammar (grades 6, 7 and 8). The classroom had two rows of two and two benches of four. It appeared from the pictures that the different sections had different teachers. There looked to be about 4. The main categories or subjects were drawing, language, arithmetic, geography, history, and music (a piano was shown in the diagram of the school room. There was a stove placed between the rows of two. The wood was provided by the students. From the picture, there seemed to be a long blackboard going across the front of the room for the teachers to share. Seeing the small blackboard with our materials, it is thought that each student would have their own as well. The school building had a porch, a place for coats, bookcase, closet, and a place for water. Every time a child did something wrong they had to write ten times. Sayings were posted above the long blackboard. They used books to read from.

School Number: 2 1 7 2 3 2 1 S1: __ __ S1__

Score = 2

1890's School

Task 1

Using the materials in the box to help you, write a detailed description of what the schoolhouse and classroom looked like.

A very small and primitive schoolhouse 24 desks, 24 students, stove for heat near front of room, cracked chalk board, wooden desks, also primitive, not very good house keeping, not a very modern or organized curriculum. The name was Grove St. School. All grades were in the same building, not seperated. 3 or 4 teachers

School Number: _ _ _ _ _ _ _ _ S1: _ _ S1_

Score = 4

1890's School

Task 2

What kinds of schoolwork did the students do? List three subjects they studied in school. For each one, give some details about the students' schoolwork, for example, the types of books they had, the materials they used, or assignments they did.

1. spelling - spell phonically
arithmatic - word problems Add.
geography - map drawing
journal - about day
drawing - pictures
language - writing

2. ink
chalk board
Chalk
Spelling book
reading book - (6 grade) poems

3. grammar - line paper
History - physiology
recess - 2 times
seat work -
Peomanship

Score = 3

1890's School

Task 2

What kinds of schoolwork did the students do? List three subjects they studied in school. For each one, give some details about the students' schoolwork, for example, the types of books they had, the materials they used, or assignments they did.

1 Spelling they had 248 Lessons. They did not give any challenges. Some words they had to spell were, Necessity, Metallic, Longitude and many more. Words had to be spelled phonically. They also had Spelling Bee's every Friday.

2 Arithmetic was not very hard. They had to find the G.C.D. They learned how to divide.

3 History

Scores

3.1 = 3
3.2 = 2

1890's School

Task 3

What kinds of problems did the teacher face in school? Give three examples of problems she might have had based on what you learned from the materials.

1. Very primitive, probably ran out of stove wood and water, sometimes.
2. With the dated curriculum, it might have been hard to give help to each individual
3. With a small classroom, which limited the number of students.

What kinds of problems did the students face in school? Give three examples of problems the students might have had based on what you learned from the materials.

1. Didn't have good supplies.
2. Because of bad house keeping and primitive tools, students were probably exposed to the element
3.

Scores

3.1 = 4
3.2 = 2

1890's School

Task 3

What kinds of problems did the teacher face in school? Give three examples of problems she might have had based on what you learned from the materials.

1. Teachers had to follow strict rules and had to be at school for 10 hours.
2. Teachers had to be a perfect role model for the children and not do things in public
3. This particular teacher had a hard time keeping up w/ her students in their studies.

What kinds of problems did the students face in school? Give three examples of problems the students might have had based on what you learned from the materials.

1. The children were mostly absent during the winter months maybe due to snow or sickness
2. the lessons must have been hard looking at the grades of Mary Anderson.
3. The children were at the beck and call of their teachers and were expected to do everything asked of them.

Scores

4.1 = 4
4.2 = 4

1890's School

Task 4

How have schools changed since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was different from your school today that show how schools have changed.

1. schools were stricker back then rules for teachers, students.
2. more classrooms, more students, bigger school building.
3. They had rules for pen holding, dress nicely.

How have schools stayed the same since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was like your school today that show how schools have stayed the same since the last century.

1. report cards, listen to teacher, has blackboard lunch, rules, classroom,
2. certificate of Promation, floor plan. written work. same subjects, books
3. disipline, boards & chalk, also ⟶ school pictures

Scores

4.1 = 3
4.2 = 3

1890's School

Task 4

How have schools changed since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was different from your school today that show how schools have changed.

1. We have bat~~te~~tter and more modern, curriculum with better supplies.
2. We have bigger and better schools with good "school keeping.
3. Schools are focused on more, and there are more schools.

How have schools stayed the same since the last century? Describe three ways in which the school in Jewell, Iowa in the 1890's was like your school today that show how schools have stayed the same since the last century.

1. We take the same basic courses and follow the same rules
2. We still have book to learn from.
3. We have an enlarged and modern version of the old schools.

Score = 5

1890's School

Task 5

The materials in the box are evidence that gave you information about a school in the past. What kinds of evidence about your school would you collect to help historians of the future understand what schools are like now? Make a list of six pieces of evidence you would collect and briefly explain why you would choose each one.

1. We would choose text books because it would tell what we learned in a certain grade
2. The report card tells what subjects there were + the advances of the childrens' abilities.
3. Pictures of the school to show what it looked like
4. Pens and pencils to show what we wrote with
5. And hand books telling rules and dress codes of the school
6. A journal of all the teachers, and students to tell what happened each day.

Score = 2

1890's School

Task 5

The materials in the box are evidence that gave you information about a school in the past. What kinds of evidence about your school would you collect to help historians of the future understand what schools are like now? Make a list of six pieces of evidence you would collect and briefly explain why you would choose each one.

1 We would leave behind a notebook and a penick.

2 Take a picture of the modern day things we have

3 Leave behind computers disic and viedo tapes.

4 Leave behind report cards and school rosters.

5 Leave behind a floor plan of the school.

6 Leave behind a couple of year books and school books.

ACKNOWLEDGMENTS

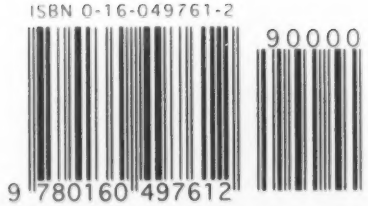
The NAEP 1994 History assessment was a collaborative effort among staff from the National Center for Education Statistics (NCES), the National Assessment Governing Board (NAGB), Educational Testing Service (ETS), Westat, and National Computer Systems (NCS). The programs benefited from the contributions of hundreds of individuals at the state and local levels — governors, chief state school officers, state and district test directors, state coordinators, and district administrators — who tirelessly provided their wisdom, experience, and hard work. Most importantly, NAEP is grateful to students and school staff who made the assessment possible.

The assessment was funded through NCES, in the Office of Educational Research and Improvement of the U.S. Department of Education. The Commissioner of Education Statistics, Pascal D. Forgione, and current and former NCES staff members — particularly Jeanne Griffith, Gary Phillips, Steve Gorman, Susan Ahmed, Peggy Carr, Sharf Shakrani, Suzanne Tripplet, Arnold Goldstein, Lawrence Ogle, Janis Brown, Andrew Kolstad, Maureen Treacy, and Kelly Weddel — worked closely and collegially with ETS, Westat, and NCS staff and played a crucial role in all aspects of the program. The NAEP 1994 assessments and reports also benefited from the consistent support and guidance of Emerson Elliott, past commissioner of NCES. The members of the National Assessment Governing Board (NAGB) and the NAGB staff, in particular Mary Crovo, provided invaluable advice and guidance throughout. NAEP also owes a debt of gratitude to the numerous panelists and consultants who provided their expertise and worked so conscientiously on developing the assessment. This particular report also benefited greatly from reviews by Mary Crovo, Steve Gorman, Andrew Kolstad, Arnold Goldstein, Frank Johnson, Marilyn MacMillen, Lawrence Ogle, John J. Patrick, Holly Spurlock, and Maris Vinovskis.

The NAEP project at ETS is housed in the Center for the Assessment of Educational Progress (CAEP) under the direction of Paul Williams. The project at ETS is directed by Stephen Lazer and John Mazzeo. Alexandra Beatty, Nancy Mead, Amy Pearlmutter (all formerly of ETS), Hilary Persky, and Madeline Goodman worked with the History Development committee to develop the assessment instruments. Sampling and data collection activities were carried out by Westat under the direction of Rene Slobasky, Nancy Caldwell, Keith Rust, and Dianne Walsh.

The principal statistical and psychometric activities for the 1994 History assessment were conducted by ETS. Overall direction was provided by Eugene Johnson, Jim Carlson, Nancy Allen, and John Barone. The main scaling analyses for this assessment were conducted by Eiji Muraki, Dave Freund, Bruce Kaplan, and Steve Wang. Additional analyses required specifically for this report were carried out by Bruce Kaplan. Carol Errickson, Larry Bataille, Sharon Davis-Johnson, Kelly Keiser, and Barbette Tardugno oversaw the production aspects.

ISBN 0-16-049761-2



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